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Like 185,000 of her coworkers in America's schools, Arizonan Martha Montaño's proud to be ESP—and NEA!

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Education support personnel are making—and taking—a new place in the world. Every year thousands more education support employees are choosing to join NEA.

Support staff are taking a new part in the schools, too, doing everything from sponsoring scholarships to writing job descriptions—even, in a handful of places, selecting principals.

And through it all, classified staff are keeping up the fight for their own well-being. Support personnel are bargaining, lobbying, campaigning, marching . . . whatever's possible, whatever it takes, to build up their standard of living, working conditions, benefits, job security. One crucial element: forming partnerships, making alliances, uniting.

Read these stories inside. And as you read, remember—they're the stories you're helping to write every day.

Jane Power, *editor*

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GCIU recycled paper

Cover photograph by Edward McCain

PAGE 3 YOUR ASSOCIATION IN ACTION

It's an NEA affiliate's loan fund making the difference for a maintenance worker going back to school. Or an Association standing behind people whose prior organization turned them down. Or support staff helping invent a new school. Read about these and other ways education support personnel are working through their NEA affiliates to strengthen themselves and their schools.

PAGE 21 YOUR COLLEAGUES: IN SCHOOL AND OUT

A Texas bus driver learns to sign so her riders can communicate comfortably with her. Nevada custodians help special ed kids get ready for the world of work. Education support people are exercising their talents—and changing lives along the way.

PAGE 33 YOUR WORK: WHAT'S NEW?

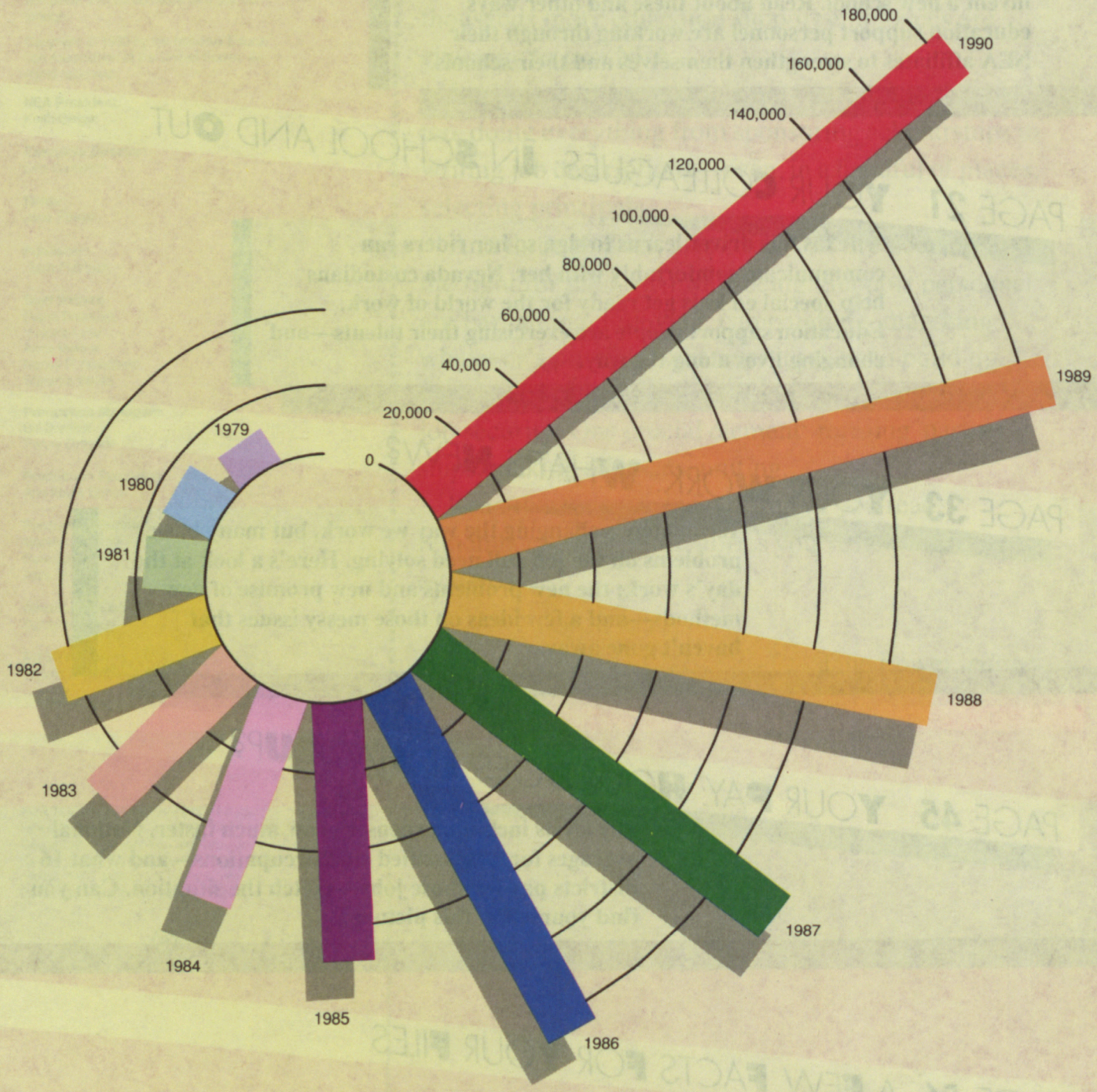
Technology's changing the way we work, but many basic problems on the job still need solving. Here's a look at the day's work: the new problems and new promise of new methods—and a few ideas on those messy issues that haven't gone away.

PAGE 45 YOUR PAY: HOW DOES IT STACK UP?

Pay levels inch up, expenses grow much faster. National averages for 10 classified staff occupations—and what 16 districts pay for those jobs—sketch the situation. Can you find yourself in this picture?

PAGE 56 A FEW FACTS FOR YOUR FILES

NEA SUPPORT STAFF MEMBERSHIP 1979-1990



YOUR ASSOCIATION IN ACTION

Solidarity

IN WASHINGTON

In a recent show of mutual concern and respect, members of the Bellingham (Wash.) Association of School Employees (BASE) supported a 14-day strike by members of the Bellingham Education Association and, weeks later, BEA members supported them.

Both groups were in negotiations in August 1989 when the teachers walked out. BASE continued bargaining in good faith, reports then-president Cheryl Jones, but the 220 secretaries and aides who make up its membership spent their lunch hours and off-duty time bringing the striking teachers refreshments and words of encouragement. They also wore buttons that proudly declared, "BASE supports BEA."

When the teachers settled, negotiations between the district and BASE seemed to be reaching an impasse. That's when the 500 members of BEA began wearing buttons proclaiming "BEA supports BASE."

The negotiations were BASE's first as a member of the NEA family, explains Aileen Cleary, BASE's bargaining chair and current president. At issue were salary and longevity.

Cleary credits teacher support as a major factor in helping her group make contract gains. The salary schedule, which previously had no provision for long-time employees, now includes five different steps according to years of service. For some veteran members, this means 16.5 percent raises.

"Within the next few years, we hope to work together as one group at the bargaining table," says Cleary.

Public Agrees: It's Not the Drivers . . .

IN FLORIDA

Members of the Seminole County (Florida) Bus Drivers Association hit the bricks in August 1989, setting up picket lines to protest management inefficiency. Through the year, they kept the pressure on. Now drivers, riders, and parents are benefiting from the results.

The SCBDA action wasn't a strike: Drivers walked the picket lines between bus runs. Theirs was a protest against management decisions made during the summer that, according to drivers and hundreds of irate parents, had thrown the district's bus routing system into chaos.

"Our message to the public was that they shouldn't blame the bus drivers for the bad service their children were receiving," says local President Carolyn Perry.

The drivers' campaign for public attention included newspaper ads apologizing for "the problems and inconveniences caused by the school district's transportation department."

The SCBDA campaign to put blame where blame belonged got results. Last spring the district chose not to renew the contracts of the two top transportation managers.

FTP-NEA

Walking the line: Doris Langford, FTP-NEA President Kathy Bell, SCBDA President Carolyn Perry.

Putting Their Money Where Their Minds Are

IN ILLINOIS

As a recently promoted assistant maintenance worker at Rolling Meadows High School in the Chicago suburbs, Mike Soto needed to know more about boilers. His district was supportive; once he passed the 12-week course, they said, they'd reimburse him for the $300 fee.

But to Soto, the promise of reimbursement was cold comfort. "I didn't have the money to put up front," he explains. So he borrowed it—from his union.

For the past year the Central Maintenance Association of District 214 in northern Illinois has been running an Educational Loan Program, a $5,000 fund supported by union dues for members who need no-interest, short-term loans to take courses related to their work. Once the members pass, the school district reimburses the union.

CMA's committed to helping members continue their educations, says audiovisual technician and Association President Ron King. Last year, when the local negotiated 75¢-an-hour raises for groundskeepers licensed to use pesticides, Association leaders helped set up a class—with a bilingual teacher—on the licensing exam.

In addition, CMA has established a small scholarship fund for families of Association members and donated money and labor to build a display case in the district's adult education center.

"Hey," King says, "we don't work for an educational institution for nothing."

The "anti-offset" lobbyists meet with Rep. Pat Schroeder in front of her Denver office. From left, UniServ staffer Peggy Partlow Berry, DAEOP member Ruth Yates, Rep. Schroeder, and DAEOP members Pat Lemster and Emma Risoli.

United, a Town Defends Its Public Services

IN MASSACHUSETTS

"We did our very best, and we won," says Fall River teacher assistant Marcia Bachand. Last fall, a fight against a state tax-slashing measure on the November ballot mobilized citizens across Massachusetts. In Fall River, Three Association locals—the Fall River Teacher Assistants Association, the teachers' Association, and the community college faculty Association—were in the forefront.

But right beside them were other local unions—the firefighters, the carpenters, the service employees—making yard signs, holding rallies, and distributing bumper strips. Parents, students, senior citizens, and 15 out of 16 elected officials including the mayor—the whole community—understood that everyone's quality of life was at stake.

Election day marked a special effort. "Our members went all-out," recalls Bachand, "staffing phones and working the polls." Meanwhile, teachers took more than 130 seniors and disabled people to their polling places. Faculty members had been preparing the way with public information activities.

The people of Massachusetts won their contest, handily defeating the tax-cutting attempt. The people of Fall River did even better: 82 percent voted against the measure.

Targeting the Spousal Offset

IN COLORADO

The 1990s may not be the best time for getting Congress to rescind a spending cut or enlarge a Social Security benefit. But, undaunted, some members of the Denver Association of Educational Office Personnel (DAEOP) are working to undo an injustice. They want Congress to repeal something called the Social Security spousal offset.

"Spousal offset" is Congress-speak for a device meant to keep certain public employees—including education employees—from obtaining all the Social Security benefits that would otherwise be due them as spouses of Social Security retirees.

Which public employees need to be concerned about spousal offset? Those who are not themselves covered by Social Security in their primary jobs but are married to people who are. Among education employees that includes most employees of federal government schools, plus school employees in the 14 states and four school districts—including Denver—where public employees chose years ago to stay out of the Social Security system.*

"The spousal offset costs us two-thirds of the Social Security benefits we should get as spouses," explains Ruth Yates, one of the DAEOP group.

"Many clerical employees in public schools are women who returned to the labor force late in life," Yates adds. "With short working lives at low pay, our own public employee pensions will be small. So a two-thirds cut in our spousal benefits under our husbands' Social Security is serious."

Serious enough to hold many retired support staff below the poverty line, Association lobbyists say. Which is why Yates and her DAEOP colleagues Pat Lemster and Emma Risoli are strong supporters of H.R. 201, a bill to repeal the offset, introduced by Rep. Mary Rose Oakar (D-Ohio). Rep. Patricia Schroeder (D-Colo.) is a cosponsor.

H.R. 201 may be tough to pass, though it does have the DAEOP group—and the NEA—behind it. In fact, the NEA has always lobbied against the spousal offset—and was responsible in 1983 for getting it reduced from 100 percent to "only" two-thirds.

*The following 14 states: Alaska, California, Colorado, Connecticut, Illinois, Kentucky, Louisiana, Maine, Massachusetts, Missouri, Nevada, Ohio, Rhode Island, and Texas. And these four local school districts: Chicago, Minneapolis, St. Paul, and Denver. Also, federal employees hired before 1985 who opted not to participate in the Social Security system.

Short History—Long Record

IN KENTUCKY

In the fall of 1989, the Carter County affiliate of the Kentucky Education Support Personnel Association (KESPA) was only a gleam in the eyes of a group of fed-up school employees. Today, at 175 members strong, the wall-to-wall local is the largest support staff affiliate in Kentucky. What's more, it's one of Kentucky's first to get representation recognition from a school board.

Statewide, Kentucky's classified employees have no job security. Carter County KESPA members set out to remedy that situation and help others get the recognition they themselves had won. The local began lobbying the legislature for a collective bargaining bill.

The first bill to be proposed was defeated in the House. But due in large part to some energetic advocacy by the Association, most legislators from Eastern Kentucky, where Carter County is located, supported the measure.

Inventing a School, Wall-to-Wall

IN GREECE, NEW YORK

"I applied to come here because I was interested in working with something starting out fresh," explains school secretary Nancy Henchen of the newly opened West Ridge School in Greece, New York.

In this NEA Learning Lab district, the new school is a bellwether for reforms that put decisions with the people who'll carry them out. Says Henchen: "Teachers, parents, community people, support staff people—we're making our school."

In the summer of 1989, 10 teachers began planning the new school. In the winter they selected a principal, and in January 1990 Henchen joined the planning group.

West Ridge opened this fall with some 445 students. The school has three cafeteria staff and two cafeteria monitors, five classroom aides and a library aide, two day and two night custodians, a psychologist, a nurse, Henchen, 19 teachers, and the principal. Committees form for each set of decisions to be made, and disband when that issue is settled.

"We make all the decisions by consensus," Henchen says. "Everyone has to agree, or we go back to the drawing board." The scope of decisions ranges from how to organize the cafeteria or report students' progress to details of a staff picnic.

"Somebody might say, 'I'm not totally happy with that, but I can live with it,'" notes Henchen. "That would be OK, but it almost never happens. Usually every decision has full approval from everyone. The teachers don't have any more say than the support staff, and the principal has no more than anyone else."

"When it comes to our areas of expertise, the whole group looks to the support staff for recommendations."

Reed Hoffmann

Secretary Nancy Henchen started helping plan her school long before it opened.

Lawmakers to ESP: You Talk, We'll Listen

IN GEORGIA

When Georgia ESP talk about their need for contracts and a statewide pay schedule, state legislators are set to listen.

What's caught their attention? A legislative drive by the Georgia Association of Educators. First, ESP Caucus Chair Elaine Williams worked with Association leaders to draft a bill. State Sen. Horace E. Tate (D-Atlanta), a former GAE executive director, sponsored it. A study committee of legislators called for seven regional hearings to solicit the views of ESP members.

"This is a terrific opportunity for us to tell our legislators that we need job descriptions, the right to grieve, and due process," said Williams. "We also plan to discuss the salary inequities and the need for a statewide salary schedule."

Williams says the hearings will probably be held this school year. GAE's support staff members will turn out to make sure lawmakers get an earful.

Cinco de Mayo 1990 in Wilder, Idaho. School secretary Julie Howell is third from the left; teacher Helen Gonzales is at the far right.

Kathy Yamamoto

Giving the Town a Holiday

IN IDAHO

May 5, an important date in the southwestern U.S. (and wherever Hispanic Americans are gathered), is also important in southwestern Idaho—specifically, in the Wilder school district. That day, Cinco de Mayo, marks the anniversary of Mexico's first victory over the French, in 1862.

For the past four years, third graders at Holmes Elementary School have thrown a colorful party for the largely Hispanic community. The festival started as a social studies project for students of Wilder Education Association member Helen Gonzales. Then fellow WEA members, parapros Connie Nava and Maria Carrillo, started teaching the kids Mexican folk dances and overseeing the creation of their colorful costumes.

The festival usually features two performances by the Holmes students: one in the school auditorium during the day and another in a local park at night. Now students studying Spanish at the local high school also take part. The kids have performed at nearby nursing homes and Head Start programs, reports Nava. Invitations flowing in from across the state have been declined for lack of travel money.

More and more WEA members are working on the festival. Last May, Grace Rivera, chair of the parent advisory committee to the district's migrant program, hosted a reception for the performers, complete with mariachi music and Mexican food. School secretary Julie Howell made ribbon decorations for the students' hats. Nava wrote poems in Spanish for the youngsters to recite. After their recitations, the children presented their mothers with flowers—handmade by Nava.

All Fired Up

IN OKLAHOMA

A heavy spring downpour had no discernible effect on the first ESP representation election in McAllister, Oklahoma. Practically everybody in the 115-person bargaining unit turned out, and two-thirds voted for the Oklahoma Education Association/NEA-affiliated McAllister ESP.

"There was concern that salaries were unfair because we were engaged in individual—as opposed to collective—bargaining," explains Don Brewer, bus driver and first president of McAllister ESP. "Without collective bargaining, we wouldn't have gotten an equitable salary schedule or salary increases averaging 10 percent."

The local's secretary, Jan Harrington, who's also a school secretary, notes a second concern: "We'd been allowed to express our opinions, but then nothing would be done about what we'd asked for."

Seems this was the year of educator assertiveness in Oklahoma. Last spring the Oklahoma Education Association brought off an unprecedented—and successful—week-long, statewide strike to demand more education funding.

Unions Turn Out For School Employees

IN MARYLAND

"When we made a few phone calls, the word spread like wildfire," recalls Linda Dunn. "A union was in trouble and needed help.

"Soon, I was getting plenty of calls from people in other unions, asking, 'What can I do? How can I help?'"

When tough negotiations bogged down on the issue of pay, the Washington County Classified Employees Association needed a show of community support. "We were sick and tired of seeing ourselves and our jobs undervalued," explains Dunn, WCCEA's president. "We realized that many of us had relatives and friends in other unions, so we decided to ask for their support."

WCCEA's first rally, held on a cold, windy March day, drew 300 people from 11 other unions. "The response was overwhelming to us," recalls Dunn. "Members were coming up to me in tears—they couldn't believe the tremendous support we received."

Still, the school board refused to yield. WCCEA turned to the county commissioners, and the word went out again. Again the unions responded. The Communication Workers of America ran a special update hotline. The United Auto Workers local made signs for each rally. Other unions noted WCCEA's efforts in their newsletters. WCCEA's rally before the county commissioners, two weeks after the school board rally, drew even more people, from 25 unions.

"This was the first time we did anything like this," adds Dunn. "All of Washington County sat up and took notice. We hadn't realized the collective strength and support in this community."

The negotiations are still at impasse, but the outpouring of community support has inspired WCCEA to reach even further.

"Because we realized the importance of making our voices heard," notes Dunn, "we began to organize voter registration campaigns. This fall we worked with the teacher affiliate to endorse political candidates. The support we've gotten from the other unions has given us the confidence to fight on for our rights."

Sharing Ideas, Sharing Equity

Photographs by Gordon Chibroski

Windham, Maine, support staff thought hard about exactly what they do each day. Shown here, from left: teacher assistant Linda Tetrault, custodian George Campbell, teacher assistant Cheryl Atherton, custodian Hanne Lore Harding, bus driver Doris Poland, and custodian Elliot Fogg.

IN NEW ENGLAND

In unity, there's more than strength—there's smarts. So four New England locals are coordinating their pay equity studies. The NEA-backed project brings together support staff locals in Windham and Lisbon, Maine; Merrimack, New Hampshire; and Newport, Vermont. Pay levels vary from state to state, but members from the four find it helps to get together occasionally to share ideas and experiences, breakthroughs, warnings, and information.

Working on job classifications can be an eye-opener, those involved agree. "You might talk to a colleague on the phone many times," points out school secretary Gail Flanagan, "but you're not talking about what your job is." Since last spring, members of Merrimack Education Support Personnel *have* been talking to colleagues from other buildings about what their jobs are.

The job classification study begins with meetings of the people in each job category. "When you get talking about it," says Flanagan, "you realize you do some things that have gotten so automatic you don't think about it.

"We'd like to update our job descriptions—they haven't changed since 1987. We had input into the original writing of them, but not final say. And jobs change over the years. For the secretaries, for example, new technology has changed work quite a bit.

"We just want to see whether we have equity or not—and, if we don't," adds Flanagan, who was her local's 1989-90 negotiations chair, "we'll work to resolve it at the bargaining table.

"This might show others the importance of doing something like this themselves."

Public Employees Pick the Winners

IN CALIFORNIA

Public employees are public citizens, too. In Redlands, California (halfway between Los Angeles and Palm Springs), the candidates know it well. Ten years ago the Redlands Classified Employees Association became a member of the Association family. Ever since, support staffers in Redlands have been working with the Redlands Teachers Association, the local state college staff, and the police and fire departments.

Their goal: to elect city council and school board members who will work with them. Two representatives from each group make up a political action board that interviews every candidate.

Redlands is a small city of some 65,000, says RCEA president Dixie Wagner, who serves on the committee. So the roughly 3,000 teachers and classified school employees alone make a strong support group for any candidate. Add the other public employee groups, and the combination is formidable.

Once the committee endorses a candidate, members of each organization work for that person's election—and in the process become familiar to the candidate. When the candidate takes office (and the great majority of those endorsed do), members of these organizations usually have ready access to them.

"Not only do our candidates have an open ear for our concerns," says Wagner, "they also feel comfortable calling us for information they can't get from the administration. We've supported every member now on the school board. And because of the closeness we've established, we've also served on the interviewing committees for superintendents, personnel directors, and school staff."

Craig Brown

During a tour of the print shop, Jennie Erpelding, Judy Stuber, Linda Miller, and Jeanne Kemp stop to observe how one of the machines works.

In-service: They Did It Their Way

IN IOWA

"There's a real training gap," says administration building secretary Jeanne Kemp. "The district offers training to teachers, but not to clericals. You learn from the gal before you, and there's no attempt to make sure we're all doing the same thing the same way."

After years without needed in-service training, members of the Waterloo (Iowa) Education Support Personnel (WESP) finally took matters into their own hands. One afternoon last spring, WESP offered its own training session specifically designed to meet the needs of the district's clerical employees.

A hundred employees turned out for tours of the book center and the print shop; instruction in filling out budget forms, lunch reports, and government reports; information about nursing responsibilities; ideas for playground games and bulletin boards; and library know-how.

Kemp, a former WESP president and current chair of the state ESP committee, called the event a "chance to get people together and offer some real help.

"Training for clerical staff is always an afterthought," she notes, "until you point out the need."

Bargaining Breakthrough For Wall-to-Wall Local

IN LOUISIANA

When the St. Helena Association of Educators succeeded in winning bargaining rights for ESP members, it became just the fourth local in the state to bargain wall-to-wall.

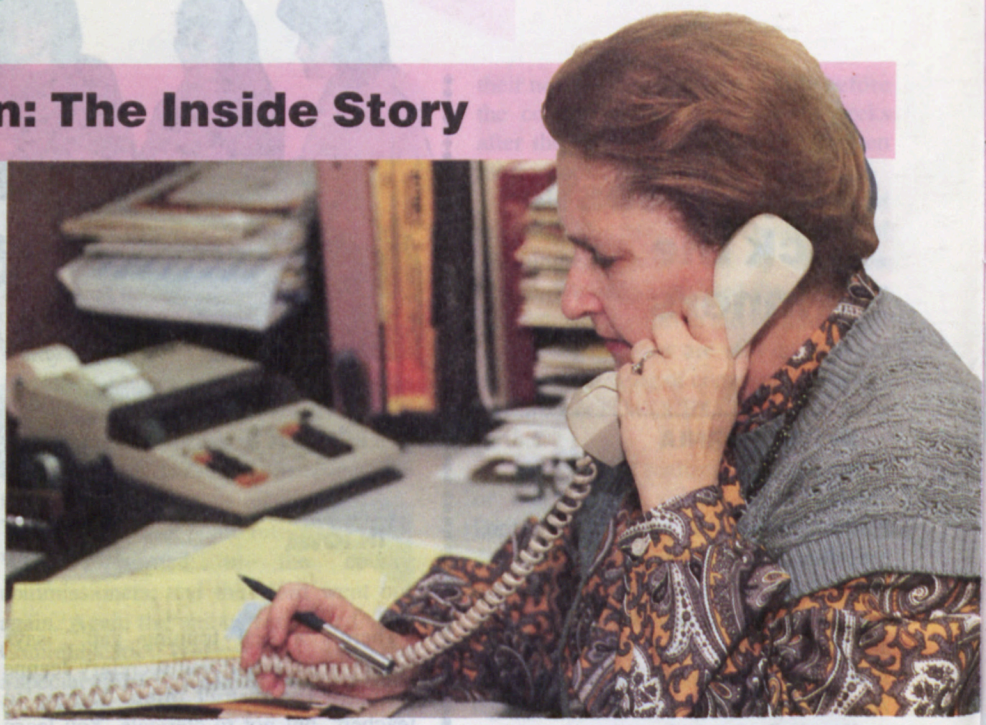
The board of education overwhelmingly approved a contract for the 250 teachers and support personnel. The pact provides additional leave days, greater job protection, and local member oversight of the administrative budget.

But the contract path wasn't always so smooth. Previous bargaining attempts ended up in local district court when the school board failed to cooperate. A ruling was never reached, so this year's pact represents the first contract to be signed.

This year's positive outcome resulted from the leadership of Superintendent Myrtie Wolford (a lifetime LAE-NEA member), say local leaders. In addition, local members convinced the board they could help get votes for a 5- to 7.5-mill bond issue at the polls if the board gave ESP members their bargaining rights.

Securing those rights represents the successful conclusion of a five-year effort by local members, says Association President Betty Henry. "We can now go on to concentrate on working with students without having to worry so much about our political agenda."

Job Classification: The Inside Story



Michelle Segall

Dorothy Lyons, a central administration secretary for the Holyoke Public Schools, works on an NEA team coding job descriptions from across the country.

IN MASSACHUSETTS

"Job classification isn't this mystical thing," says Karen Sawyer. "It's common sense and paying attention to what people say about what they do."

Sawyer, an elementary aide in Westfield, is one of a dozen Massachusetts Teachers Association members who work in four teams on NEA job classification projects around the country. Classifying jobs is a first step towards securing pay equity—basing pay scales on the actual requirements of each job.

Sawyer, special education aide Linda Wlodyka of Williamstown, and school secretary Dorothy Lyons of Holyoke form a job classification team. As coders, they read job descriptions and surveys of job holders. Then they rate each position on nine factors that define the job's responsibilities, difficulty, and preparation required. NEA's system includes factors that correct biases in the way people usually look at a position.

To code a position takes about two hours, Sawyer says. "A lot of times we agree, but when we don't, we go back to the coding guide and defend our positions. If neither of us can convince the other, we let it go to someone else to code." Often, that's MTA Research Director Felix Zollo, who worked with NEA Human and Civil Rights to set up the coding system.

A computer organizes the codes for presentation to the Association and, after refinement, to the employer. "The NEA coding system is logical and systematic," says Sawyer. "And convincing—it has real substance behind it.

"It's interesting to see," Sawyer continues, "how people with the same levels of responsibility and difficulty and training sometimes get very different levels of pay." Coding is one step in upgrading that pay to the level where it belongs.

Four Locals, One (Tough) Victory

IN MICHIGAN

After a 13-day strike last fall and a year of bargaining, mediation, and unfair labor practice hearings, Jackson, Michigan's, four Association affiliates settled contracts this past summer. More important, they became a solid coalition.

"I think the school board now knows that we're 720 employees strong, not four separate units, and we'll stick together through anything," says Craig Frazier, an education interpreter for the deaf and president of the Jackson Education Support Personnel Association.

After months of messages from the board saying they'd get what the teachers got, the three support locals—totaling about 300 members in all support job categories—joined the 420-member teachers' local at the bargaining table. "The board's attorney kept asking, 'What are those people doing here?'" recalls Helen Ramey, president of the Jackson Paraprofessional Association. "But we stayed. Teachers volunteered to leave the room to make room for us."

"I think we made our point to the district, the administration, and the public," Ramey continues. "We're one group, and we will not be pitted against each other."

The long process built camaraderie and understanding among the four locals, says Carol Weber, past president of the Jackson Educational Secretaries Association. "We really met the people we work with," she adds.

"On the picket line, I asked one teacher how much she thought I made," recalls Ramey, a paraprofessional. "She guessed $18,000. I'm at the top of the scale, but it's only with 9 weeks of summer school that I make $10,000. Now teachers realize we're poorly paid."

The four locals have formed a single public relations committee to take their newly joint messages to the community. "It looks like this will be the norm for bargaining future contracts," Frazier says.

Fair Pay for Secretaries, Urges Wall-to-Wall Local

IN TENNESSEE

Veteran secretaries in the Lincoln County schools earn close to $100 a week less than secretaries in the nearby Fayetteville city system. That's just one of the disparities in compensation between support personnel in Lincoln County and their peers in neighboring school systems—disparities that prompted members of the 264-member wall-to-wall Lincoln County Education Association to get active.

LCEA's 19 education assistants and secretaries researched salary schedules in the 10 surrounding counties. Their findings: Lincoln County staff in all classifications were getting lower pay than their peers in the other 10 districts. Lincoln County pays nothing toward health insurance coverage; the city system pays a significant share.

The support personnel, with the backing of LCEA's 245 teacher members, have raised a demand for parity. They began by requesting a regular spot on the agenda of the monthly school board meeting so their concerns and views could be presented. Next, they wrote up job descriptions and submitted them to the school board.

"We have the data to back up our call for parity," says Betty Bottoms, a secretary at Lincoln County's Blanche School. She and other LCEA members are sporting navy blue buttons emblazoned with the word *parity*. She and her coworkers personally called school board members to request an 8 percent raise for support personnel this school year.

LCEA held tight to its 8 percent proposal throughout talks with the board, but in the end the county failed to appropriate needed funds. Support personnel got a 4.5 percent raise.

"We're not giving up," says Bottoms. "We'll be back to try again next year."

Care for the Kids, Not Just the Buildings

IN DELAWARE

"We have ideas to share for improving our schools," says school custodian Donald Betts. "Our Association gives us a way to come together, not just to discuss our jobs, but to make our schools better than ever."

Last spring the 58 custodians of the Caesar Rodney school district formed the Caesar Rodney Support Association, not only to further their own interests, but to take a greater hand in the business of education.

One very concrete example: CRSA President Betts and colleague Larry Schockley are helping students in the Caesar Rodney schools with their reading. Betts recently conducted a workshop for school custodians on the many ways they can work positively with students and staff.

"We have a strong voice now," says Betts. "We all want the Caesar Rodney community to know that we're ready to make a difference for the district's students. That's the kind of name we want to make for our local Association."

'Win-Win' Bargaining Looks Like a Winner

IN NEW MEXICO

For the ESP members of NEA-Bernalillo, "win-win" collective bargaining has been a success not only for what it has achieved at the bargaining table, but for the effect it's had on the Association itself. In "win-win" bargaining, participants seek consensus, not victory.

"Win-win got people together," says Mary Ann Montaño, school bus driver and member of the first win-win bargaining team. "Before, it was all teachers. Now everyone's working together."

In Bernalillo, Association members and district administrators developed the district's budget through win-win. "The budget is where the decisions are made," explains UniServ staffer Debra Salazar.

"Win-win is a combination of site-based decision making and collective bargaining," Salazar adds. "From the building level up people decide what they really want."

Key results of the first round of win-win bargaining: an average 6.6 percent increase for all employees and placement of noncertified staff on a salary schedule.

Doug Miller

Frank Chavez is preparing to join Mary Ann Montaño and the other NEA-Bernalillo members on the 'win-win' bargaining team.

THERE WHERE IT COUNTS: SUPPORT STAFF HELPING SHAPE NEA

In state caucuses and budget hearings, at the polling booths and campaign headquarters and microphones—support staff

Raymond Morales
Painter
Ventura, California

"I'd like to see more resolutions and new business items to protect ESP people. Like the items on AIDS: I know of three people in the schools who died of that disease."

Dot Prouty
Purchasing bookkeeper
NEA Board of Directors member from New Jersey
Monmouth, New Jersey

"Coming from a unified state, I'd like to see much more involvement of ESP of all categories. When we work as one family, nothing will ever crack our shell."

Chester W. Brown
Warehouseman
Clark County, Nevada

"When I came to the RA a few years ago, everything was just for teachers. That's changed. Where there's unity, there's power, so I like to see ESP involved."

Deborah Rusiski
Bus driver
Mesa, Arizona

"By participating in a function like this with teachers and students, we come to understand one another's issues and build unity."

Photographs by Joe Di Dio

members were there where it counted at NEA's Annual Meeting in Kansas City, Missouri, last July. They put their hand to NEA's future, helping elect both their own special representatives on the NEA Board and the officers who represent all NEA members.

Ask ESP delegates what was important at this Representative Assembly, and they say, "Involvement. Unity. Respect."

Glenn Hahn
Resource room aide
Plymouth, New Hampshire

"As a first-year delegate, I think it's important to establish the ESP caucus' impact on the RA. The state delegation has been great to me as a rookie."

Dorothy M. Lampkin
Special education aide
Ft. Worth, Texas

"I want the ESP here to learn about what's going on so they'll want to come back. You don't become a member just to get a membership card."

Lois Jenkins
Central office secretary
San Diego, California

"I'd like to see more appreciation everywhere that ESP are an integral part of the educational process. These are important people—and professional people."

Peggy Watkins
Bus driver
Muskegon, Michigan

"Unity's the main thing that's going to make the school community work. The car won't run if it doesn't have all its wheels."

Parapros Draw That Fine Line

IN RHODE ISLAND

"Basically, we were doing the same things as the teachers," says paraprofessional Nancy Ferencko. "Only the teachers had certificates and we didn't."

Then the North Kingstown Association of Paraprofessionals (NKAP) straightened out the confusion, securing job descriptions—and pay increases—for Ferencko and her two colleagues. The three work with the teachers of North Kingstown's three School-Within-A-School (SWAS) programs.

"All of us—the SWAS teachers and aides—went in to the administration and said what we did," notes Ferencko, who just became president of the 57-member NKAP. "The teachers Association looked at the job descriptions before we made them final. They agreed that we weren't infringing on their jobs. The difference is that they set the curriculum and teach the new material. We reinforce what they teach and answer students' questions. Sometimes it's a fine line."

The SWAS programs at the high school and two junior highs take in students who are at least average academically but are having problems—a divorce or other trouble at home, drug or alcohol abuse. "Sometimes," says Ferencko, "it's just poor study habits or the wrong crowd of friends."

Students at the high school, where Ferencko works, aren't supposed to stay in the program longer than one quarter, but the small classes and informality have tempted some to get in more trouble just to come back.

With the new job descriptions, an aide with no college gets a 50¢-an-hour raise, one with some college but no degree gets a $1.50 increase, and one with at least an associate's degree gets a $2.50 pay hike. All the aides have to get the associate's degree by the end of the 1994-95 school year, says Ferencko, who plans to finish hers in June 1992.

Nancy Palmieri

Nancy Ferencko

Teamwork Gets Results, Classified Get Respect

IN CALIFORNIA

In Shasta, California, teachers and clerical and technical support workers have formed not just a wall-to-wall Association—the Shasta Secondary Education Association—but a real bond based on three years of shared cooperation.

The reason for unification was exemplified earlier this year, when the contracts of both groups came up for reopeners. The teachers negotiated on one day and the classified employees on another—without success.

The third day the groups joined together and met with administrators, saying neither would settle until both did.

Each came away with a satisfactory 3 percent raise. In addition, the support workers bargained a job reclassification study.

Since SSEA became a wall-to-wall unit three years ago, says SSEA Classified Vice President Dianna Wallace, the level of respect that she and her colleagues receive from teachers and administrators has grown remarkably.

"What's so wonderful," she adds, "is the way we work together and support each other."

United Against Inequity

IN MARYLAND

For school support staff on Maryland's Eastern Shore, life without bargaining is a lonely existence. The region is the only one in the state where legislators have chosen—under the state's local option law—to deny bargaining rights to support staff.

But times are changing. Association locals representing hundreds of members in eight counties—Kent, Caroline, Talbot, Queen Anne, Dorchester, Wicomico, and Worcester—have formed a regional consortium, the Maryland State Educational Service Council (MSESC) East.

The group is raising public awareness of support staff needs and working toward common political goals.

"We've written a lot of letters to the editors of local papers," says Charles Smothers, Caroline County MSESC president. "We use local issues to launch discussion of inequity in bargaining rights."

"We're tired of being Cinderella," says Valerie Anderson, Kent County MSESC president. "Everybody else is going to the ball—why not us? We decided we needed to organize and join together to make this happen."

An Association Takes Stock

IN ALABAMA

Linda Garrett began work as a secretary with the exceptional children program of the Dothan City school system 13 years ago. She got into the local Education Support Personnel Organization (ESPO) right away. Looking back today, she says, she can't get over the way the Alabama Education Association's ESPO has grown as a political force since those days.

"We sent 25 members to the AEA convention in 1977. This year we sent 200," notes Garrett. "And we're not shy about going to the mike, speaking out, and submitting resolutions on issues that affect us.

"Ten years ago we viewed most political issues as 'teacher' issues. Now we ask, 'how does that political issue affect ESP members?'"

"Before-and-after comparisons are even starker," says AEA Executive Secretary Paul Hubbert, "if we look at the way things were before 1975, when AEA's ESPO was created. In those days, 20,000 maintenance workers, cafeteria workers, secretaries, bus drivers, nurses, and other school support personnel were a 'forgotten people.'"

"Support personnel were expected to follow the old rule for children," says Hubbert. "Be seen and not heard."

Support workers had no health insurance, sick leave, retirement, or job protection.

"You simply worked until someone thought it was time for you to go, and then you were expected to pack up and leave without a whimper," says Hubbert. "In short, support people were not recognized."

But since the creation of AEA's ESPO, Alabama support workers have fought for, and won, the same benefits and job security teachers and administrators have. Today ESPO is considered one of the most active political organizations in the state and is a force to be reckoned with in the legislature.

No wonder AEA has signed up one of the largest percentages of potential ESP members of any state Association—altogether, some 14,550 support staff members.

Joe Di Dio

Linda Garrett

United Front Saves Custodians' Jobs

IN ILLINOIS

"The Pekin grade school district is thinking about firing its custodians so it can pay its teachers more." So began a recent editorial in the *Pekin Daily Times*, correctly summing up the situation last spring in the small town of Pekin, Illinois.

Faced with tough economic times, Pekin's superintendent recommended that the custodians' jobs be contracted out and the money saved go into teachers' salaries. A simple idea—but not easy.

For one thing, the teachers wouldn't have it. The 240-member Education Association of Pekin broke off its own contract negotiations. EAP President Diana Schueler told the school board, "We will not accept the proposition that teacher paychecks will be 'plumped' at the expense of other employees or vital programs for students."

John Carey

Connie Helm, president, Pekin #108 School Support Personnel Association; Diana Schueler, president, Education Association of Pekin; Charlie Shaffer, IEA-NEA field staff; George Hammond, president, #108 Custodian Association-IEA-NEA.

Then EAP and the Pekin 108 School Support Personnel Association together bought ads in local newspapers supporting their building custodians and opposing subcontracting. All groups testified before the board. More than 1,500 local citizens signed a supportive petition. And, at the bargaining table, the custodians offered a three-year wage-and-benefit freeze to save their own jobs.

Late last May, the board—swayed by public opposition—voted 4-3 to keep the custodians. "I'm overjoyed," said George Hammond, president of the #108 Custodian Association-IEA-NEA. "We have the people of Pekin to thank. And the teachers and support personnel. They supported us."

P.S. Teachers won, too. Their new contract gives EAP members average raises of 7 percent.

Community Sets High Price On Parapros' Work

IN NEW YORK

In June 1989, the Ithaca Paraprofessional Association contract ran out. Negotiations had dragged on for several months already. In the long, tough year that followed, a history of special attention to member and community organizing paid off. The value of the 155 parapros' work and their poverty-level wages were two themes that ran through the campaign.

"Ours became a moral issue, an issue of justice," says IPA President Noreen Moore. "Our members recognized what unionism is and set an example for other workers in the area."

The Tompkins-Cortland Labor Coalition, representing 37 unions with 10,000 members from musicians to firefighters to the Ithaca Teachers Association, addressed the school board. "I can honestly say," testified ITA representative Randi Beckmann, "that few components of our educational system are more important to my ability to teach than having capable and satisfied paraprofessionals to work with."

The Tompkins County Human Rights Commission awarded the members of IPA its Human Rights Recognition Award for "maintaining their devoted efforts on behalf of children" while "continuing their principled struggle for an equitable contract" and "living in poverty or near-poverty conditions."

The Ithaca High School music and drama departments dedicated to the parapros a special performance of *Working* (a musical based on the Studs Terkel book). A building principal wrote the school board a letter of support for the parapros' cause. Ithaca residents displayed red ribbons as a sign of support.

In April 200 people wearing red and holding candles stood quietly outside the glass-walled room where the school board was meeting. "A group of us went in," Moore recalls. "We gave the board a document and a red rose and left."

Bill Warren

Ithaca parapros organize their data. Standing: Gayleen Austen, Sue Wilcox (leaning over), Michele Gordon. Seated: Sandy Washington, IPA President Noreen Moore, Sandra Musal, Tracy Saulsgiver.

Last June, IPA signed a contract. Beyond the first-year retroactive 25 percent raise (from $4 an hour to $5 for the lowest-paid parapros), IPA's contract provides a 200-day work year, training for parapros, substitute's pay for any parapro providing direct instruction for more than one day, and credit for up to 5 years' educational or human rights experience.

And those gains aren't everything, notes Moore: "We did it with dignity, and we kept our integrity intact."

A Single Voice for Classified And Teachers

IN OREGON

The Oregon Association of Classified Employees is no more. Members of that former affiliate are now part of the Oregon Education Association. The 2,300 new members bring OEA's membership total to some 33,600.

Delegates to OEA's representative assembly in April voted 4 to 1 to invite classified workers into the fold. The next weekend OACE's state council voted overwhelmingly to accept the offer.

Former OACE president and transition team member Pat Fontaine explains the hard work behind the decisive votes: "Last fall, representatives from both groups put together a proposal that was approved by each board. Then teams consisting of an OEA board member, another OEA member, and an OACE member visited every UniServ area in the state. As they met with members, the teams explained that becoming a joint organization would have no bad effects whatsoever on service, staffing, or dues."

There's no doubt in Fontaine's mind, however, that the merger *will* have an effect on future representation elections. Last fall, OACE lost out on representing 1,400 employees in Portland by only 24 votes. Key to that loss was the opposition's flyer asking voters why they'd join a union that gave them no vote in a wall-to-wall organization.

"They won't be able to say that anymore," notes Fontaine.

Kids' Health First, Our Pay Next, Say ESP

IN ARIZONA

This year the Tucson Education Association's white collar and food service bargaining team turned *down* part of a pay increase. Instead, they chose to make sure every school had either a nurse or a health clerk at all times.

"The board said they had a certain amount for ESP salaries," says TEA ESP Director Diana Seal. "We told them we wanted to decide how it was spent."

Specifically, the ESP bargaining team agreed to forego an extra step increase for certain ESP employees this year so that every elementary school could have a trained health clerk.

"Special needs students in particular should be able to turn to people who deal with emergencies all the time," says Seal. Health clerks assist school nurses with record-keeping and staff the health office when a nurse isn't present.

"When there's no health clerk," Seal adds, "the job of dealing with emergencies falls to the school secretary, who's had little emergency training." The Tucson board accepted the TEA team's proposal, creating some 15 new health clerk positions—this in a year when a desperately needed school budget measure had failed to pass.

"Overall, this one-year contract is the best ESP contract ever," concludes Seal. "We got pay increases of at least 4.5 percent for all. And retiring employees now can choose between severance pay and pay for unused sick leave."

They'd Rather Fight and Switch

IN WEST VIRGINIA

When classified employees in Fayette County, West Virginia, decided to support last year's statewide teacher walkout, they approached their state organization (not an NEA affiliate) for information, guidance, and support. What they got instead were orders—*not* to join the teachers' fight.

"We were told we couldn't walk out with the teachers," recalls school secretary Debbie Griffith. "Worse than that, we were told to cross the teachers' picket line because the strike was illegal. If we joined the teachers, the union would not support us."

The classified workers decided to walk out anyway—and ran up against a court injunction secured by the board of education. Again they sought help from their union; again they came up cold.

"The organization we thought represented us had left us alone to fight for our rights," Griffith says.

That's when the West Virginia Education Association stepped in. WVEA sent an attorney to represent the striking support staff. They won their case.

"We didn't have to ask for help—WVEA offered it," adds Griffith. "We knew it was time to make a change."

Today, the Fayette County Education Support Personnel Association is growing steadily and growing strong. "Our members know that our union backs us 100 percent," says FCCEA President Debbie Griffith. "That it will be there if ever and whenever we need it."

Craig Cunningham

Proud to be a part of NEA: Fayette County officers (left to right) Vice President Lou Jones, Secretary-Treasurer Mary Vandall, and President Debbie Griffith.

Fired Up from the Start

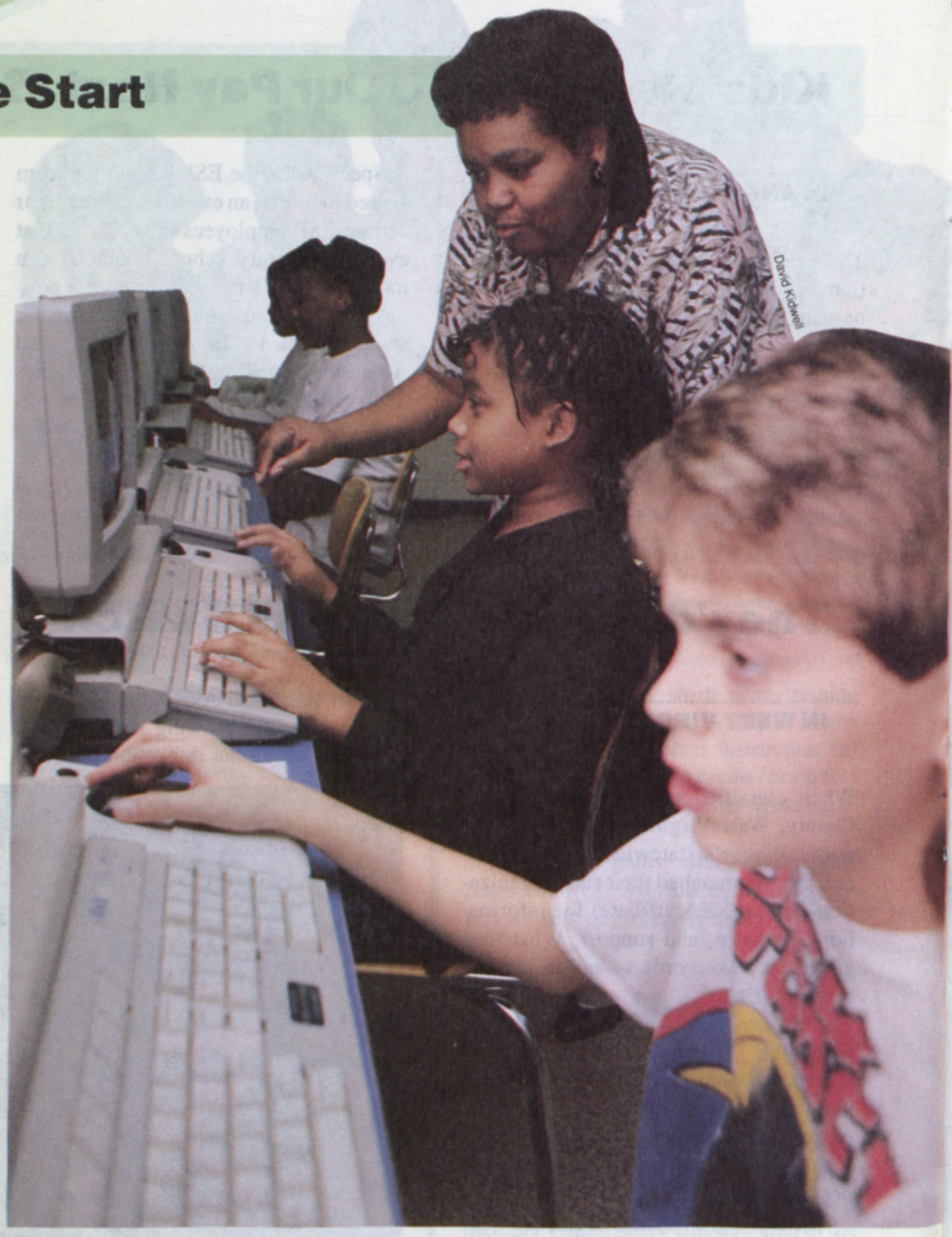
IN NORTH CAROLINA

From the moment Barbara Blinkley (standing, photo at right) and her band of teacher assistants from tiny Weldon, North Carolina, attended a leadership conference in Raleigh, they've been high on organizing. The group attended the 1988 leadership conference with Patsy Watson, president of the North Carolina Education Support Personnel Association (NC-ESPA) and an ESP representative on the NEA Board of Directors.

"We were amazed by the things that could be accomplished, and we were captive to Patsy's enthusiasm," says Blinkley, a teacher assistant at Weldon Elementary School. "We've been organizing ever since."

Although the Weldon unit is a small one—it represents teacher assistants at Weldon's two elementary schools and one high school—the local is already one of the largest represented at NC-ESPA conferences. "We're at 95 percent membership now, but our goal is 100 percent," says Blinkley. "We've already been able to get a salary reclassification, and we have so much more to do."

At the same time, the Weldon ESPA is focusing its energies on fund-raising, says Blinkley, who helped arrange a Halloween festival and Christmas bazaar this year. The money enables more members to attend NCAE conferences and catch the organizing bug so they can fire up other members in turn.



David Kotheil

College Clericals Help Run the Show

IN MICHIGAN

At Gogebic Community College, secretaries and receptionists helped pick a president.

At this small school in far northern Michigan, the 17 members of GCC ESP play key roles in campus affairs. Like faculty members and administrators, they serve on all kinds of college committees—up to and including presidential search committees.

A campus secretary for 16 years, GCC ESP President Nancy Gehrke is now a member of the faculty/staff development committee. "Just now we're trying to set up a resource center on campus with a computer terminal, so faculty and staff can go in and use tutorials to teach themselves computer programs," she explains.

In addition, Association members serve on the long-range planning, social, facilities, and president's committees and often are asked their opinion of candidates for college jobs.

"It gives you a sense that you're a part of the workings of the college, and that your opinion matters," Gehrke says.

Unity Wins Longest Strike, First Contract

IN LOUISIANA

Education support personnel in Terrebonne Parish, Louisiana, are getting a negotiated contract this year for the first time.

For the 1,300-member all-inclusive Terrebonne Association of Educators, the new contract caps a stunning victory in a 41-day strike—the longest school employee strike in Louisiana history.

ESP members played a key role in the strike. On the second day, the administration threatened to fire support personnel. The support staff didn't flinch. Next day everyone—teachers and support staff alike—wore buttons that said, "Fire one, fire all."

"The administrators thought ESP members would be an easy target," says Association President Carol Davis. "But when the support staff held firm, that gave the teachers new inspiration to stay out. It was all for one and one for all."

Adds Paulette Hartman, an aide at the Terrebonne Association for Retarded Citizens, "For 41 days we did everything together. We cried together, felt each other's pain, and held tight together. It was working together—teachers and ESP members—that gave us our strength."

The contracts that ESP members won represent a major improvement in their conditions of employment. Formerly, they got simply a "letter of assurance," which failed to specify the length of their work day, the rate of overtime pay, or the benefits they were entitled to. The school board could change any of these conditions any time during the school year.

Along with the contract, TAE won seats for two ESP members on an elected employee committee. The committee has the right to meet with the superintendent to modify current policies affecting personnel matters and working conditions or develop new ones. No longer can changes or additions to policies and procedures affecting personnel matters and working conditions be unilaterally imposed.

The Terrebonne strike had another, far-reaching result: the Louisiana Supreme Court, by a 7-0 vote, maintained public school employees' right to strike.

Some Terrebonne Association of Educators members who walked off their jobs: left to right, Jackie Mack, Yvonne Arceaux, Elizabeth Hartman, Judy Domangue, Paulette Hartman, Angle Terracina.

LAE

Mark Fageol

Dolores Phillips

Nine Members, Two Years, One Contract

IN SOUTH DAKOTA

It took two years and three unfair labor practice charges, but the nine-member Jefferson (South Dakota) Classified Education Association has finally won its first contract.

"We were reasonable but persistent. We just hung in there," says JCEA president and library aide Dolores Phillips. The prize: a contract complete with provisions for job security, evaluation and grievance procedures, holiday pay, and, Phillips says, "the largest raise we've ever gotten."

Each member of the group—which includes secretaries, aides, and custodians—received a 50¢-an-hour raise, part of which was retroactive to July 1989. For some in the small group, that's a more than 10 percent increase.

Organized in fall 1988, the group met opposition—and bad faith—at the bargaining table. JCEA members filed unfair labor practice charges, reached out to teachers and community members, and got involved in efforts to elect new school board members.

"Slowly but surely," Phillips recalls, "board members began to see that there was right in what we wanted. And, inch by inch, they began to respect us."

The proof is in the contract—and in a recent invitation. The board asked a JCEA member to serve on its search committee for a new superintendent.

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YOUR COLLEAGUES:

IN SCHOOL

AND OUT

IN ALABAMA

Not Shy and Not Retiring

Bus driver "Spud" Shelley knows a thing or two about building membership.

In 1985, with Shelley as president, the Henry County ESPO of Abbeville, Alabama, grew from 34 members to 130—that's 100 percent of eligible members.

Now Shelley's hoping to parlay what he's learned about membership growth statewide. He was elected unopposed as vice president and president-elect of the Alabama ESPO.

Shelley, who's just turned 73, says he won't think about retiring until he completes his term as state ESPO president two years from now.

"Driving buses and working with AEA help keep me going," he contends. "I think staying active prolongs your life."

Shelley transports 75 kids a day on a 38-mile round-trip circuit. "I have a good bunch of kids. And if I do encounter discipline problems, I go to the parents. They always back me up," he says.

The ESPO leader got into the school system as a shop class supervisor for special ed students. He's spent most of his life farming, and he's also worked as a parts manager for the largest Ford tractor dealership in the world. When he's not driving a school bus or building the Association, Shelley still enjoys farming, along with gardening and fishing.

Shelley's special tip for building membership? "I dance with all the ladies at the delegate assembly," he chuckles.

Joe Di Dio

IN WASHINGTON

From Washington to Washington Parapro Contacts Congress

Judy Drake represents her Association at the U.S. Congress—and the Association sends her to Capitol Hill time after time. As NEA Congressional Contact Team member for her state's fifth congressional district, Drake carries concerns from the state Association and her local Spokane Education Association to her congressional representative, U.S. Speaker of the House Tom Foley. Drake visits Foley's Washington, D.C., office four times a year, and his Spokane office even more frequently.

But Drake, who was elected to her post in March 1989, doesn't limit her contact with the Speaker to lobbying. Whenever Foley does something newsworthy, she sends him a congratulatory letter or telegram. She also writes to Association members in her district—her periodic newsletter keeps them abreast of national news.

Political action is everyone's job, says Drake, a home-school assistant at Arlington and Logan Elementary Schools. "By communicating with our Representatives and Senators, we can help them understand how pending legislation would affect us. When they understand who we are, we can better impress them to vote as we would like them to."

The Washington State parapro is the only education support worker on the NEA Congressional Contact Team in Washington State.

Above, Washington State parapro Judy Drake presents House Speaker Tom Foley (D-Wash.) with a poster in recognition of his 100 percent voting record in support of education.

IN OKLAHOMA

A Family Built on Firm Foundations

In 1976 Amado Rodriguez, newly married, moved from his native Dallas, Texas, to Oklahoma. "I hired on as a concrete man with the Oklahoma City school district," he recalls.

Today Rodriguez is a brickmason—still with the Oklahoma City Schools—and the father of nine. In addition to their three "biological" children, he and his wife Rita Laws, a former fifth grade teacher in McLoud, Oklahoma, have adopted six youngsters.

As if such an outpouring of generosity could be explained, Rodriguez says: "I grew up in a bilingual family with a dozen children, and Rita is a Choctaw Indian who grew up in a family of seven children. We figured we were natural candidates to be bilingual adoptive parents."

The Rodriguez kids are a rainbow coalition. Of the adopted kids, three are Black and three are part Black, part Indian.

"They need a shoulder to cry on, someone to tuck 'em in at night, constant positive strokes, and discipline when they get out of line," Rodriguez says. "We try to help them learn to make the right decisions."

Still a concrete man.

The Rodriguez family: from left, Joaquin, 5; Amado, with Eli, 3; Samantha, 10; Tony, 6; Rita Laws; Tim, 8; Jesse, 5; and John, 10. Not shown are Kelly René, 12, and Jamie, 3. The family actually brought Jamie from Baltimore to begin life with them after the picture was taken.

Lisa Rudy Hoke

IN PENNSYLVANIA

Helping Herself Helps the Kids

When Joanne Tiesi found out why her daughter was having trouble with her schoolwork, she found out something about herself as well. "Before you know you have dyslexia, you hide it," Tiesi recalls.

Pete Van Lier

"When you find out what the trouble is, you can go forward, help other people—and let them know they can help themselves."

Tiesi began volunteering in the Bethel Park schools, near Pittsburgh, almost 20 years ago when her daughter, Annette, started first grade. After she got a job as a classroom assistant, she realized Annette was having trouble in school. Annette was learning disabled, Tiesi discovered—and so was she.

Today Joanne Tiesi and a teacher teach language and math skills—"whatever the kids need, as long as they need us"—to about a dozen learning-disabled kids, working with four to six at a time.

"I can see where they're coming from, maybe point out ways they can approach their work," Tiesi says. "Sometimes they think they're dumb because they come to a special class. I show them they're not."

Tiesi's daughter, with a master's degree in early childhood development, now works in a center for abused children and their parents.

IN VIRGINIA

The Most Important Lesson

Bernice Davis teaches her most important lesson just by being there. In 1987 Davis, a special education aide in Portsmouth, Virginia, suffered a hip injury in a traffic accident. She couldn't reenter the classroom for two years.

Denis Finley

"The system was offering classes for paraprofessional certification," she recalls. "So I hobbled and wheeled to those classes."

Davis got her certificate—but her hip would no longer take any pressure at all. Looking for a school that would take her with her wheelchair, Davis found Portsmouth's Manor High.

"We have 11 kids there in wheelchairs," says Davis. "Watching me work boosts their morale. They see me sitting in that wheelchair—succeeding."

In the beginning, Davis was nervous. "To work with high school kids, you have to project authority. I wasn't sure how to do that without standing up," she recalls. "But once I got started, my fears were dispelled.

"Authority doesn't rest on your legs. It's in your voice, your attitude, your strength, and the kids sense that."

Brad Bower

IN PENNSYLVANIA

State Senator Riding High

Pennsbury bus driver Denise Hacker had an unusual rider last winter: State Senator Craig Lewis, who represents her district. Hacker invited the senator to see what a school bus driver's responsibilities really are. She wanted him to understand just how unrealistic the new federal Commercial Driver's License (CDL) requirements are for her and her colleagues.

Hacker admits she was surprised when Lewis accepted her invitation. "He came along on the second morning run. That's a kindergarten run, and it goes all over the district, so I had him on the bus for about an hour and a half. I talked about the CDL, I talked about these high steps for these little kids, I told him what I think about seat belts.

"Senator Lewis thoroughly enjoyed it, had fun with the kids, and went away enlightened. But he told me the legislature would pass the CDL anyway because our state can't afford to lose the federal highway money—and he was right."

Still, says Hacker, the trip was worth it: "Now, when I contact his office, they call right back. The door is really open—and that's new, especially for ESP.

"People think politicians aren't approachable, so they just don't try. But they're very approachable."

IN TEXAS

A Sign of Caring

School bus driver Marta Jaramillo of the El Paso, Texas, school district is the first school person students see in the morning. That goes with the job. And she talks to them in their own language. That's less routine—when the language is sign. For the last five years, Jaramillo's passengers have been hearing-impaired students.

Jaramillo, who's president of the Association of Operational and Maintenance Personnel/TSTA in El Paso, has driven a bus for the El Paso school district for 14 years. She learned sign by taking the once-a-week course in sign language designed for parents of hearing-impaired children.

"I wanted to be able to communicate directly with the students," she explains. In the El Paso district, bus monitors are responsible for direct supervision of children on buses.

At home, Jaramillo's the single mother of three achieving children. Coast Guard Ensign Luis Felipe, 23, graduated from the U.S. Coast Guard Academy with a bachelor's degree in math and computer science.

Mireya, 20, is a criminal justice major in her junior year at the University of Texas, El Paso. High school senior Sergio, 18, is a right-fielder for a top high school baseball team.

How has Jaramillo achieved such success? "I try to teach my children to have faith in God and themselves," Jaramillo says. "And I keep nothing from them—including financial problems—so we're a close-knit team."

IN MONTANA

She's the Diamond's Best Friend

For Montana paraprofessional Jean Knudson, the baseball diamond is as familiar as the classroom.

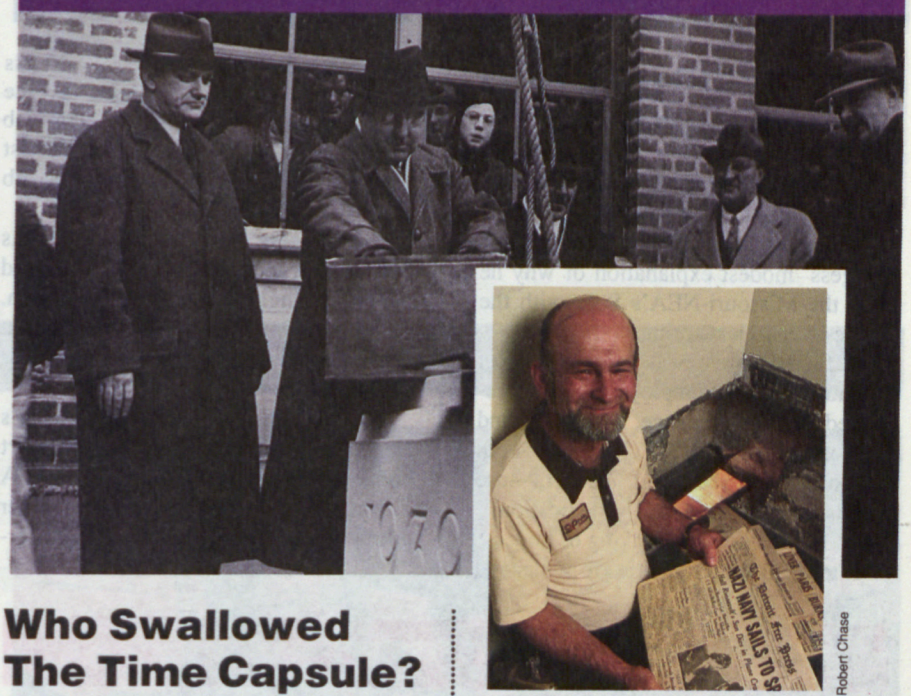
Last summer, from mid-May until the end of July, the Havre Middle School special ed aide supervised area A, B, and C baseball for youngsters age 7 to 12. As supervisor, Knudson organized teams and set up league schedules for 22 teams of some 15 kids each.

Children's sports is nothing new to Knudson. Before getting into baseball, she coached soccer for several years, even serving as soccer league president—another post that meant organizing teams and scheduling games.

For the Knudsons, volunteerism and sports are a family affair. Knudson's husband also coaches, and both their sons play ball—the younger boy in one of her baseball leagues.

What inspires Knudson to give so much of her time? "I like kids," she says simply.

IN MICHIGAN



Robert Chase

Who Swallowed The Time Capsule?

It was a bit of a mystery.

In 1939, Grosse Point, Michigan, students buried a time capsule in the cornerstone of John D. Pierce Middle School. Fifty years later, in 1989, Ron Gavula—NEA member, plasterer, and president of the Plant and Cafeteria Association—was assigned to find it.

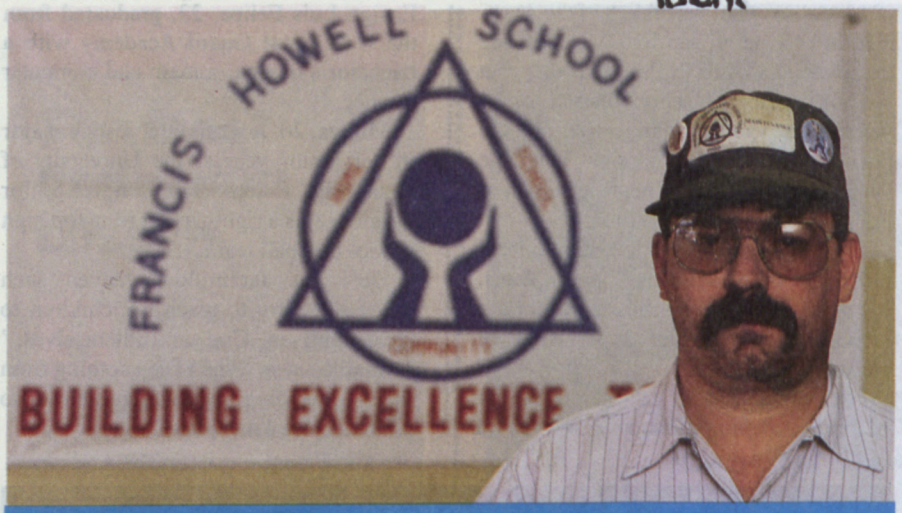
"We had blueprints," Gavula recalls, "but we didn't know exactly where in the cornerstone it was. We made some holes in the wall, drilled some holes in the cornerstone, but it wasn't there."

So Gavula resorted to what he calls "cave-man ultrasonics." He tapped with a hammer and chisel at the walls around the cornerstone until he got a hollow sound.

Three days later, Gavula was able to pull the box out.

Inside: old textbooks, school newspapers, copies of the *Detroit News*, and—better late than never—one old blueprint showing exactly where the time capsule was buried.

Although acting as building historian isn't in Gavula's job description, he enjoyed the task. "The best thing about my job," he says, "is that you never know what to expect."



Bob Moore

IN MISSOURI

Organizing Talent Takes Wing

I just told people that we needed to organize to have any say-so with the board of education.'' That's Mike Burgess' modest explanation of why he won the Missouri-NEA's Soar with the Eagles Award last spring.

In fact, Burgess was instrumental in organizing the 90 employees now represented by Maintenance, Grounds, and Custodial Local #1. Colleagues—both support employees and teachers—use words like ''persistence,'' ''dedication,'' and ''leadership'' in speaking of him.

It took all those qualities to withstand the harassment school district officials inflicted on Burgess as soon as the organizing campaign started. His job performance was questioned for the first time in 10 years of employment. His job security was threatened.

But Burgess went on talking to his colleagues, and on May 1 they voted overwhelmingly to join the Association. Of the 64-9 vote, teacher and Association leader Dan Balz says, ''Most of that was just Mike.''

Burgess, now serving as his local's first president, is also the first support employee to win the prestigious M-NEA award, given annually to a member whose contributions have made a difference to the education profession.

IN MISSISSIPPI

Wall-to-Wall President Reaches Out

Margaret Singley, a Chapter 1 assistant in Gulfport, Mississippi, was elected president of the wall-to-wall Harrison County Association of Educators last spring.

Her goal: ''To make ours truly an all-inclusive local,'' Singley says without hesitation. Currently only about three of the Association's 100 members are support personnel.

''I want to educate ESPs—cafeteria workers, bus drivers, and everybody—so they appreciate what the Association has to offer,'' Singley says. One of her first orders of business will be to get budget approval for informational flyers and for an event at which prospective members can learn about the Association.

Singley's participation in her local is in keeping with her view of belonging, she says. ''I was taught ever since childhood that if you belong to an organization you should participate. I believe in the Harrison County Association of Educators. And I've never been shy about speaking up for what I believe in.''

IN NEVADA

Special Kids Make a Clean Sweep

Special education students at Von Tobel Jr. High in Las Vegas, Nevada, can get practical work experience right in school, thanks largely to head custodian LeRoy DeGrange and his colleague Helen Johns.

For several years now, the two have been supervising four or five 14- and 15-year-olds who spend their elective period cleaning up the school cafeteria each day.

The kids clear tables, wipe up spills, empty trash cans, and sweep and mop the floor. For their work, they receive nominal pay from the district's federal special ed money.

The district also provides accident insurance. ''But in the nine years I've been involved with the program,'' says Johns, ''the most serious injury has been a splinter in a finger.''

DeGrange and Johns give the kids letter grades based on their performance. The most outstanding are recognized at Von Tobel's annual student award ceremony.

The program's graduates stay in touch with their mentors. Says Johns, ''We encourage them as they apply for jobs and take exams.

''Not long ago, I was having dinner at a local restaurant and admired an ice sculpture of a dolphin. The chef introduced me to the young man who created it—and he turned out to be one of our boys! We had a wonderful reunion!''

IN OHIO

Stepping Up, Stepping Out

Adjusting to junior high school life—using lockers, changing classrooms, facing new challenges—can be hard. But when last year's elementary students start seventh grade at Shaw Junior High in Mentor, they're not alone. A teacher aide like Maureen DeMay is waiting to give them a step up. As tutors, confidants, friends, DeMay and several of her colleagues each create a special relationship with a new student who especially needs help.

Each aide-and-student pair—matched by the guidance department—goes through the seventh grade together. "We meet before school, after school, whenever the students need someone to talk to and work with," explains DeMay.

Three years ago, a Shaw guidance counselor set up the program. The counselor is no longer at the school, but ever since, DeMay has taken struggling new students under her wing.

"Often we don't talk about school," says DeMay. "We talk about problems at home or with friends. The kids say talking about their problems makes adjusting to junior high life much easier. To them, we're just special friends."

Joe Glick

New junior high students find a ready-made friend in Maureen DeMay (right).

IN COLORADO

Not from the Middle Ages Only

In days gone by, families used to pass their occupations down from one generation to the next. The Marshall-Davis-Blair family—three generations of school bus drivers—have taken a different route. They've passed their occupation up and down from the middle.

In 1978 Marie Davis started work as a school bus driver in the St. Vrain Valley school district, Longmont, Colorado. That was right about when her mother, Marge Marshall, retired after 26 years with Montgomery Ward.

"I stayed home a year, but then I was bored," Marshall recalls. "Then Marie said, 'You like kids. Why not drive a bus?'" So Marshall, too, applied at St. Vrain Valley. She's still a driver with the district.

Four years ago, Davis's daughter, Mischael Blair, needed a job. Her mother suggested school bus driving. Blair has been a substitute driver for St. Vrain ever since.

Now, every morning, Marge Marshall and Marie Davis drive out of the same bus compound—"Only I go south, and she goes north," Marshall says. And some days Blair takes the road right along with them.

David Zalubowski

One Colorado family, three generations of bus drivers. From left, Mischael Blair, Marie Davis, and Marge Marshall.

Betty Howell

IN IDAHO

Driver's Seat to Director's Chair

If any driver in northern Idaho passes a school bus when the stop arm is extended, it won't be the fault of Post Falls school bus driver Linda Adams. The 10-year veteran—co-president of Post Falls Education Association—has launched a public information campaign to remind everyone: passing a stopped school bus is both dangerous and illegal.

Adams started her campaign in the fall of 1989 by driving a school bus with a sign reading "School Bus Awareness" in the Post Falls Founders Day parade. Her supervisor walked alongside, handing out flyers on the no-passing law.

The public responded well to the campaign. When the Idaho State Police promised to publicize the law through their booth at the state fair, Adams decided to produce a video on the subject.

With the blessings of her district, help from her daughter's radio/TV production class at North Idaho College, and a small grant from the Idaho Education Association, Adams scripted and filmed a mock accident. In the video, a car (driven by her husband) passing a stopped school bus hits a young boy (played by her son).

When the time came to film the scene where the driver stands before a judge (played by a local lawyer), city administrators let Adams stage the trial in the courthouse.

Adams has presented the eight-minute video at district driver ed classes and looks forward to showing it at local community clubs.

For information about the video, contact Adams at Post Falls School District 273, P.O. Box 40, Post Falls, ID 83854-0040.

IN CALIFORNIA

A Club For Non-Joiners

San Diego career technician Betty Walker offers New Horizons for students who aren't involved in school activities. New Horizons is a multicultural student club at Junipero Serra High School, and it "offers the kids a springboard to get into the mainstream of things," explains Walker.

Last year, the club's activities included staffing a concession stand at Homecoming, bringing in local Black professionals to speak, and participating in the Black History Bowl quiz competition.

"The kids didn't want to participate in the Bowl because they didn't think they'd do well," says Walker. "But they won the first round."

New Horizons started three years ago when a group of minority students approached a vocational ed teacher about starting such a club. The teacher asked Walker to be cosponsor.

In the club's working sessions, local administrators and outside guests speak to the 10-student board of directors and three of the other club members about educational and other opportunities. The attendees pass the information on to other members at general meetings.

Last year for the first time, kids who put a lot of effort into a club activity received awards at a banquet. The banquet brought some parents to a school activity for the first time, too, notes Walker.

Walker's work with New Horizons has won her the Classified Advocates for Students Award of her district's Classified Employees Association.

Robert Chase

IN MICHIGAN

This Mayor's in The Driver's Seat

Pinckney, Michigan, is a small town with big problems. Industry's leaving, subdivisions are eating up agricultural land, and three-quarters of the town has been contaminated by chemical dumping.

It's a good thing Bonnie Clark's in the driver's seat.

A member of the Pinckney School Bus Drivers Association, Clark got herself elected mayor this past spring.

"I drive a lot of people's children to school, and everybody knows me," Clark says, explaining, in part, how she won the tight 67-58 race.

Experience helped, too. The youngest mayor in village history, Clark comes to office with several years of service on the planning commission and town council. Critical accomplishment: a new zoning ordinance to regulate local development and "create better quality living."

Her overall assessment of the job so far? "I'm having a ball," she says. "How many people can say that about government?"

IN NEW JERSEY

Building the Future Countywide

Danny Drake

"I'd like to get everyone involved from the local level up and find some new leaders. That's my major goal for this Association," says Madelyn Kaczmarski. Just another hardworking Association president, seeking ways to get members to turn out and dig in.

One detail sets Kaczmarski apart. In a state that's been a pacesetter in establishing all-inclusive locals, Kaczmarski herself is a pacesetter. She's the first support staff member to become president of a countywide grouping of affiliates: the 21-local, 1,600-member Cape May County Education Association.

Kaczmarski, a high school administrative aide, has served on the NJEA's ESP committee, reporting regularly to the Cape May County members. She was vice president of the countywide Association before being elected to her present two-year term as president.

IN ALASKA

A Spell Of Dedication

School administrative secretary Susan Annis first got involved with the Alaska state spelling bee through her job at Fairbanks' Picasuk Brown Elementary. For three years now, the school has hosted the district bee, and Annis has handled all the logistics.

But for the past two years, she's gone far beyond her job requirements: she's been one of the four chaperones who accompany district finalists to Anchorage for the state spelling competition.

Annis says the trip is exciting for everyone. A 7 a.m. flight out of Fairbanks gets the group to Anchorage just in time for them to whisk across town and into the auditorium for the bee. The chaperones spend most of the day there watching while the kids—third through eighth graders—wait their turns to spell.

In the evening the group goes out to dinner and then "mall cruising." This is no commonplace pastime, Annis explains: back home in Fairbanks, large shopping malls simply don't exist.

Last year, a girl from Annis' group placed third in the state competition. Her handsome but unwieldy prize, a bicycle, added some extra suspense to the group's dash for their plane home. But everyone made it—with minutes to spare.

Giving reassurance is a large part of a chaperone's job—but, notes Annis, the reassurance is often for the parents. "We let them know we'll take good care of their kids," she says.

Cliff McBride

IN FLORIDA

Driving Ahead With the Saturn

Ever loyal to her Tennessee roots, Betty Terry, a teacher's aide in Tampa, Florida, became the first person in the world to buy a GM Saturn, a new car that's Tennessee-made.

Terry was looking for "a small, economical car that had the workmanship of a foreign model." The promotional literature on the Saturn impressed her. She was convinced that the manufacturing process rivaled that of the leading imports.

"I was sold on the idea of getting quality workmanship in an American car—and the fact that it came from Tennessee made it even better," says Terry.

She found a Saturn dealer and put in her order in September. A month later, she was told there would be a lottery to see who would be the first Saturn owner in the world. Terry won the lottery, so at 12:01 midnight on October 25, she traded in her 1985 Oldsmobile and drove away in her Saturn SL2.

Because of the publicity about Terry, her students at Anderson Elementary School begged for a firsthand inspection of the vehicle.

"The principal let me park it in front of the school, and we let students look it over and sit in the drivers' seat."

Terry says that even when it's fully loaded, her blue four-door sedan drives "like a sportscar."

IN TEXAS

. . . Will Travel

Eloy Gonzalez is a bus driver trainer in Edinburg, Texas, and an ESP member of NEA. In a program inspired by the New Jersey Education Association, he's also a paid part-time consultant for ESP organizing in Texas' Rio Grande Valley.

The idea for paid member-organizers fits the geography of south Texas, where districts are big and distances great.

As an Association consultant, Gonzalez subs for the UniServ director. "If he can't get to a meeting, I go—simple as that."

The message Gonzalez gives coworkers: "Employees are treated better if they're unified." He offers himself as a case in point.

"I was a part-time bus driver for eight years, never promoted, until the Association got active and got a seniority system installed. The next year—last year—I was promoted to the full-time job of bus driver trainer."

IN VIRGINIA

For a Mother's Devotion, Harassment and Recognition

Linda Owen has received national recognition for what she calls "just a mother's duty to her children."

Last year Owen was featured in an ABC *World News Tonight* episode with Peter Jennings entitled "Family Values." Jennings followed Owen, then a Richmond school bus driver, on her bus route and to the other two jobs she held to provide for her children.

Owen is raising her four children by herself. Latisha, a high school senior, is an honor student who has represented the Richmond schools internationally. Larry, 15; Solomon, 12; and Aljawanna, 11, also excel in school.

The national attention given Owen's dedication drew the wrath of her supervisors. Even during the visits by Jennings, Owen was harassed by supervisors and managers. When the harassment continued, Owen decided on a job change. Today, she's enjoying her work as a teaching assistant at Westover Hills Elementary School.

Owen has received two national awards for her dedication to her family. The "America's Unsung Hero Award" is presented to six people who personify the American character and spirit. Owen was nominated by veteran newscaster Walter Cronkite. She also received the National Commission on Working Women's Broadcast Award for her appearance in "Family Values."

"It's hard to believe all the accolades I'm receiving for loving my children," says Owen. "All parents who take the time to give their children a bright future deserve this award. I'm not alone."

IN VIRGINIA

Mad About Kids

Shirley Murphy's colleagues think she's crazy about kids—or simply crazy. One thing's indisputable: the Virginia Beach Teaching Assistant of the Year is many things to many kids.

First, Murphy is a kindergarten teaching assistant at Red Mill Elementary School. "It's not a glamorous job, but it's certainly rewarding," she says. "I prepare materials, make up the bulletin boards, conduct the p.e. lessons, and supervise the painting exercises."

"Before I became a teaching assistant, I worked as a classroom volunteer almost every day for five years," adds Murphy. "Then I realized that what I really wanted to do was work with the kids full-time. They were just like my own children."

Murphy's list of "children" has expanded dramatically, and her efforts on behalf of children outside as well as inside the classroom earned her this year's honors. At her church's Sunday school, Murphy coordinates 28 first and second grade Sunday school teachers and 400 children. In addition, she and another parishioner share the job of children's minister.

Denis Finley

Virginia parapro Shirley Murphy with two of the reasons she loves her work.

"If you include the youth camp during the summer, and all the activities for my children's high school and elementary school PTA's—well, that's as full as this can get," says Murphy. "But then, kids are my thing: I just can't seem to get enough of them."

IN WISCONSIN

Morry Gash

Wall-to-Wall Work

Nanette O'Berem and Patra Smith decided they'd rather hang together than hang separately.

So the two educational assistants at Abraham Lincoln Elementary in Monroe, Wisconsin, formed a wallpaper hanging business—and inadvertent comedy team—they call The Paper Doll.

Hanging wallpaper summers and after school, the two "just laugh," joking about previous pratfalls, practical jokes, their own frailties.

"We started The Paper Doll because we don't make enough money at school," say teaching assistants Nanette O'Berem and Patra Smith. "Our motivation is the dollar sign—you bet!" To make ends meet, Smith also works as a waitress and is a trained emergency medical technician.

"Nan is arthritic, and I'm asthmatic. Sometimes she can't move and I can't breathe," Smith jokes.

"But that doesn't stop us," O'Berem adds.

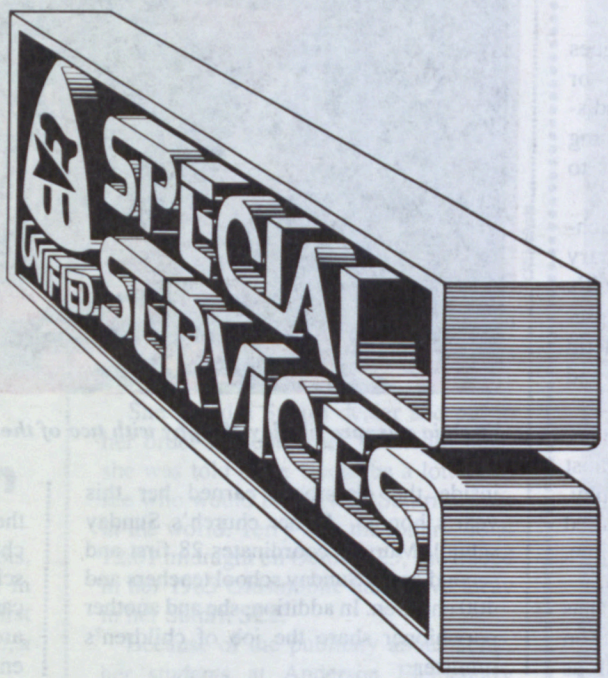
In fact, laughter—and the money, of course—seem to keep the Lucy-and-Ethel team going. In just one year, they've built a booming business.

As Paper Dolls, the two earn $6 an hour. But as educational assistants, Smith and O'Berem earn $5.80 (after 12 years) and $4.69 (after 8 years), respectively.

"It's not right," O'Berem says, getting serious. "Working with people's children is a heck of a lot more responsibility than hanging a few pieces of wallpaper."

Both assistants are members of the Monroe Association of Support Staff. Neither has plans to leave the school system. "We like working with kids," Smith explains. "It's clear we're not at school for the money."

POWER THROUGH PARTICIPATION



The more you take advantage of these programs, the more you stand to benefit.

Special Services programs are more than just ordinary products and services available to the general public.

We have been able to translate the vast buying power of our members into offerings that can save you money, build financial security and *always* provide a superior combination of quality, value and service. When you take advantage of these programs, you can not only reduce your everyday expenses, but enhance your family's financial security as well. Your participation also gives us additional "clout" in dealing with the companies who supply these products and services, which helps us in our efforts to improve existing programs and develop new ones.

Expanding your benefits.

These programs provide valuable extensions to the "bargained" benefits you've earned and richly deserve as an Association member.

Special Services programs are, of course, voluntary.* Some can save you money on your everyday expenses; others concentrate on your long-term well-being. Virtually all of them, however, offer you and your family specific financial benefits. We urge you to take advantage of those that meet your personal needs and goals. For more information on these special programs, just call the NEA Special Services Response Center toll free at **1-800-637-4636.**

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*DUES-TAB No-Cost Insurance is an exception. It is an *automatic* benefit for all eligible members!

YOUR WORK:

WHAT'S NEW?

From Maine to California, educational paraprofessionals are striving for professional recognition. And they're finding it—in new job titles, job descriptions, classification systems, education and training opportunities . . . and, of course, in their paychecks.

New Maine Rules Attack 'Para Abuse'

Louie Favorite

Joan Morin, an education technician 2, runs a resource room for elementary students at Farrington School in Augusta, Maine.

"What I see is abuse of the para. School districts use us for everything: they'll have a teacher aide doing grades, lesson plans, and IEPs—and pay her $4.95 an hour. Our new regulations say to schools, 'No. Wait a minute. Hold on. You can't do this anymore.'"

Paraprofessional and Maine Teachers Association ESP Committee member Joan Morin helped shape Maine's new statewide regulations designed to end para abuse. Speaking as MTA's representative, she testified in favor of the regs but suggested changes, many of which were adopted.

The new rules, which went into effect this fall, establish and define three levels for paraprofessionals (see chart). "They define everybody's job and make the school system responsible for having certified people in each room," Morin explains.

In addition, the rules mandate regular in-service training for paras on such topics as roles and responsibilities, confidentiality, special needs children, behavior modification, and emergency procedures.

But Morin's aware that paras need outside educational opportunities, too—so she's been working on that issue as well. For the past three years she's represented the state's paras on the advisory committee of the Maine Paraprofessional Training Project. Her motivation: "The school system's getting away with paying people $10,000 instead of $30,000. I say use the talented people we have in our system, but do it the right way, with the right training, and with encouragement."

Last year, the Training Project scored a big win when the Kennebec Valley Technical College agreed to offer night courses for paras. The courses can help employees move up within paraprofessional ranks or, eventually, become teachers.

"There's such a desire on the part of paras to get more education," Morin says. "We wanted to make it easier." The campus offers easy access, the state university has agreed to accept transfer credits, and so far, Morin notes, "there's been a big demand."

"The work of these committees—and Association bargaining for new job descriptions, better salaries, and tuition reimbursement—are helping stop people from taking us for granted," Morin says. "We're not just housewives who want to work at school. It's our career."

Maine's New Standards

Maine's Department of Education—with input from parapros around the state and the Maine Teachers Association—recently developed consistent employment standards for classroom paras. Here they are:

Educational Technician Level 1
High school diploma or GED
Receives direct in-classroom supervision
Pre- and in-service training required

Educational Technician Level 2
Two years' postsecondary education or 60 credit hours of educationally related coursework
Receives regular daily supervision
In-service training required

Educational Technician Level 3
Three years' postsecondary education or 90 credit hours of educationally related coursework
Receives regular supervision
In-service training required

California Draws on Its 'Para Bank'

Facing a severe shortage of bilingual and special education teachers, California legislators and education officials are realizing that "paraeducators offer a tremendous bank of experience that needs to be more fully utilized."

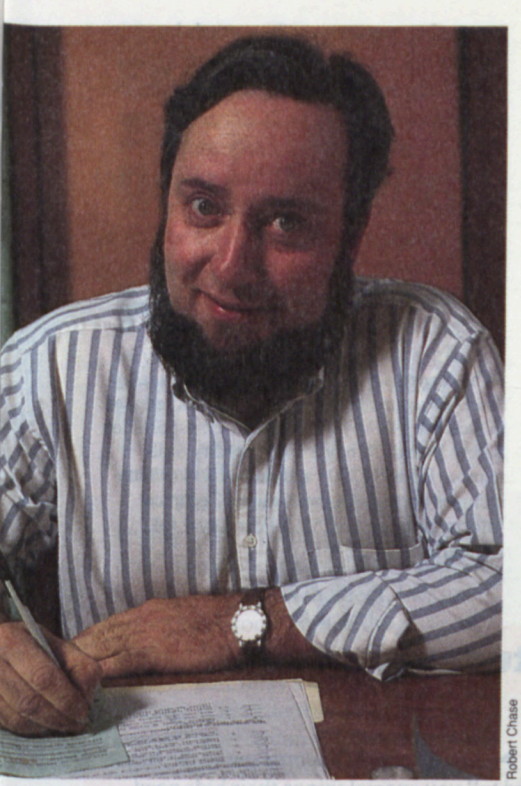
That's Charlotte Brown's opinion. She's a veteran San Diego paraeducator who's spent nearly three years as a member of the California Task Force for Professionalizing the Paraprofessional, made up of members of various unions and advocacy groups.

As a member of the group's coordinating committee, Brown's been monitoring the situation statewide. "There are fewer and fewer bilingual special education teachers, and more and more students. Aides are doing much of the teaching," Brown explains. "To ease the crisis, we need well-trained paraeducators in the classrooms and we need more paraeducators getting teaching credentials."

Brown wants to see career ladders; credit for training and experience; in-service training; and economic support, day care, and credit for classroom experience for those who want to get college degrees. To attain these aims, she's working for new legislation and education department policies.

As a result of the Task Force's efforts, the California legislature passed a bill last year directing the state department of

PARAPROFESSIONALS



Robert Chase

Michigan Paras Bargain Pay Equity Settlement

About 140 Ann Arbor parapros will share an estimated $550,000 over the next four to five years, due to a major pay equity settlement they secured.

The Ann Arbor Education Association of Paraprofessionals (AAEAP) laid the groundwork for the settlement in 1988 by bargaining a classification study.

The study results showed that the parapros weren't being adequately compensated for the direct responsibility they have in their dealings with students, the danger inherent in working with violent children, and the training, education, and experience they bring to their jobs.

"The only way we got this thing through was by involving all our members in lobbying the school board face to face, writing letters, and going to the press," explains AAEAP President and program assistant Eric Glatz. "We had to win the hearts and minds of the school board and the public at large—and we did."

"What we found out," says David Harrell, MEA-NEA UniServ director, "was that the responsibilities required of some of the teaching assistants were greater than those required of some of the supervisors."

Raises for the 1989-90 school year ranged from 6 to 31 percent—AAEAP President Eric Glatz calls that a "down payment."

A program assistant at the Lakewood Day Treatment Center for emotionally impaired students, Glatz himself, for example, received a raise from $8.60 to $10.66 per hour last year. Bargaining for this year's raises started in September.

"I'm very pleased with the settlement," Glatz says. "It's a victory everyone can share."

education to set up pilot training programs for paras. That could lead to "some form of licensing," Brown says. The state came to the Task Force for assistance in setting up the pilots—a process that's continuing into the spring. Brown's role: meeting regularly with the state's Commission on Teacher Credentialing and with chancellors of state universities and community colleges.

Another sign of acceptance comes from the San Diego Unified School District, which recently asked Brown to join a cadre of trainers—teachers, administrators, secretaries, and paraeducators. Brown says the group will show school employees around the district how to get everyone to work on school restructuring.

"Teachers are realizing," Brown continues, "that ESPs are in education, too. We're not separate. We really care about what happens to students. And we have some very valuable information to offer."

Robert Faaborg

Charlotte Brown works with severely handicapped 3-to-5-year-olds at Wiggin Elementary School in San Diego. She's also the only paraeducator on the California Teachers Association special education coordinating committee.

TRANSPORTATION

What's the Best Way To Protect Riders in Small School Buses?

You protect riders in small school buses the same way you protect riders in large school buses:

► By getting rid of buses made before 1977 (the year federal bus design standards were raised)

► By reducing the accident rate for pedestrians in bus loading zones.

These recommendations come in a 1989 report by the National Transportation Safety Board on the crashworthiness of small school buses (11-23 passengers).*

How well do "post-1977" buses do in real accidents? A key indicator is rate of serious passenger injuries. On that score, small buses came out well in the report: "Most school bus passengers involved in a crash are either uninjured or receive minor injuries...."

But at least one question about small buses will get further study: Should the smallest of small buses (those that weigh less than 10,000 pounds fully loaded, known as Type A) be held to the same "compartmentalization" standards as all other buses?

Compartmentalization is a way of protecting passengers in a crash by containing them within a "compartment" formed by seats and seatbacks or restraining barriers built to certain standards. Seatbelts are not required.

Type A buses, in contrast, are required to have lapbelts, but need not meet the same compartmentalization standards as heavier buses. Type A buses protect passengers by restraining them.

*The report, *Safety Study: Crashworthiness of Small Poststandard School Buses*, was released in October 1989 by the National Transportation Safety Board. To buy a copy, specify order number PB 89917003 and prepay $34 (which includes postage) to the National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22161.

10 Tips for Drivers of Special Ed Students

Rubén Ramirez

1. ► Decorate the bus with pictures to spark kids' conversations.
2. ► You may have passengers who look like teens but think like three-year-olds. Ask for training in how to talk to them.
3. ► If you've got ESL kids, check out their vocabulary lists so you can play ESL games, like "look for the blue truck."
4. ► Help kids live up to their behavior contracts—even if all you can do is make sure they're taking a backpack home every day.
5. ► Find out from kids' teachers what approaches work in class so you can use the same ones on the bus.
6. ► Invite parents to come out to the bus and tell you special things their kids need.
7. ► Look out for special problems, like a buckle or strap rubbing or pinching.
8. ► Ask kids simple questions—like "what did you have for breakfast?"—to see if they're having a good or a bad day.
9. ► If a child is having a bad day, seat him or her alone.
10. ► Learn to recognize signs of oncoming problems, such as the look in the eyes of a youngster who's about to have a seizure.

—Thanks to drivers Marta Jaramillo, El Paso, Texas (photo at left) and Debbie Rusiski, Mesa, Arizona (center, photo below).

Edward McCain

Safe Driving Guide

To obtain the free 13-page, four-color booklet *School Bus Drivers' Guide to Safer Driving* (AD42729U), write—indicating the number of copies you want—to Navistar International Transportation Corp., Attn: Order Desk, 807 Blackhawk Dr., Westmont, IL 60559.

Facing Employee Drug Testing?

Hearing rumbles you don't like about employee drug testing in your district? Here are two simple steps you can take to keep things honest. Alert your UniServ rep and state Association, then start figuring out the following:

► The nature of the beast: Is the testing to be voluntary or mandatory? Random or scheduled? Will it be triggered by an incident, like an accident or some sign of drug use, or is it unrelated to employee behavior?

► If you're in a collective bargaining state, can testing be considered a "term or condition of employment" and therefore subject to collective bargaining?

► Do you already have contractual protection from testing?

► Will the district test people in all positions or only in those defined as affecting the public safety or welfare—like bus drivers and bus mechanics?

► What substances will be tested for—marijuana? cocaine? alcohol? What types of test will be used—blood test? urinalysis? breathalyzer?

► Is the district willing to use fair and scientific testing procedures, such as labeling samples and recording their "chain of custody"?

► What will the district do to confirm a positive test?

► What will happen to employees who test positive for various substances—suspension? dismissal? referral to an employee assistance program?

► Is the district looking at job performance or off-the-job activity?

For a quick summary of the rights of employees faced with drug testing, ask for the Fact Sheet on Drug Testing, NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20016.

The CDL: A New, Nearly National Driver's Test

Bus and truck drivers across the nation, including school bus drivers, must pass their home state's test for the new federally mandated commercial driver's license (CDL) by April 1, 1992. The CDL replaces all other commercial licenses and will be good all over the country. It will be illegal to have more than one CDL.

Kathleen Berry

The CDL test has four parts: a knowledge test about safety and driving practices, a pretrip safety inspection of the driver's vehicle, an off-the-road driving skills test, and a road test.

For bus drivers and mechanics, passing the CDL is a professional development issue. The NEA and state and local Associations are devising programs and strategies to help them do it. A few examples:

► *A "bus-only" license.* The Indiana State Teachers Association persuaded the Indiana transportation department to issue a "bus-only" CDL. "The bus-only license is the regular CDL, with two adjustments. The section on air brakes is included only if the driver's bus has air brakes, and the cargo questions have been deleted from the general knowledge test," explains Marilyn Roemer, a 20-year veteran driver and member of the East Allen County School Bus Drivers Association. "On the other hand, bus drivers do need passenger endorsements on their CDLs."

► *Training.* ISTA also recruited a dozen veteran drivers, including Roemer (she was first to pass the CDL in Indiana), to take the CDL test early so they'd be prepared to do peer training all over the state. So far the ISTA-sponsored workshops have trained some 2,000 Indiana drivers and mechanics. And the Louisiana Association of Educators has given its eight-hour course to hundreds of driver members.

Joe Di Dio

► *Oral testing of nonreaders.* ISTA has also trained NEA-Retired members in Indiana to give the CDL written test orally to nonreaders.

► *Training video.* The Ohio Education Association commissioned NEA Broadcast Services to make a training video on the CDL. It's designed to be used by trainers with other training materials. You can buy it in VHS format for $15 from NEA Broadcast Services, 1201 16th St., N.W., Washington, DC 20036.

► *Fee exemption.* The Arkansas Education Association got an amendment exempting school bus drivers from the state's $61 licensing fee.

► *"Delayed-action pass."* The East Baton Rouge Parish Association of Educators arranged to have driver members take the CDL right after their training. Their passing scores become part of their personnel record, and they won't have to take the exam again when their current licenses expire.

BUILDING SERVICE

Summit County ESP Organize To Beat Subcontracting

When the Summit County, Colorado, school board began considering a proposal to contract out services to Service Master, Inc., the district's custodians got organized—fast.

Service Master—one of the nation's 500 largest companies, according to *Fortune* magazine—has taken away jobs from colleagues across the country. Summit County education support personnel found themselves facing bad working conditions or outright unemployment.

To fight off the threat, some 20 of the custodians and maintenance workers started a local Association: the Summit County Education Support Personnel Association. Their first order of business: convincing the school board not to subcontract.

Committee members met with Association staff to develop a comprehensive explanation of why the schools were better off with their existing services. The document showed that the district's custodial employees were doing their jobs efficiently. The bottom line: If the school board really wanted to save money, it would stay with district staff.

At 10 school board meetings, SCESPA members debated with Service Master representatives, noting the shortcomings in the Service Master proposal.

Over the years, the district custodial staff had built up good relations in the community. Groups like the Scouts that used the school buildings after hours could rely on help in setting up and cleaning up. Now parents, students, teachers, local business people, and community groups came in to defend the services the district employees provided.

"The community echoed our views entirely. We made a strong case that to save money and get a professional job done, they should stay with us," says SCESPA President Ben Sabados.

When the issue came to a vote, the school board rejected Service Master, 6-1.

Asbestos Risk To Custodians Documented

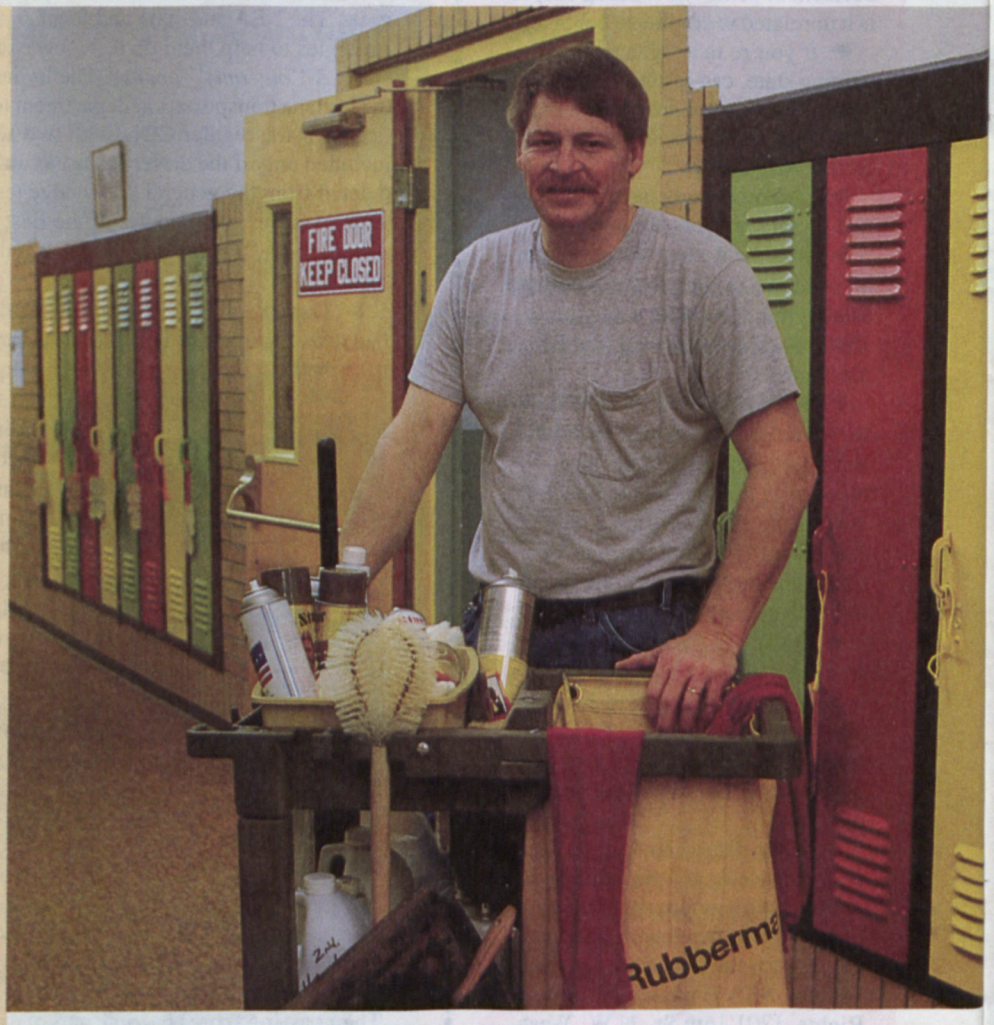
Custodians are much more likely than other people to get diseases caused by asbestos, says a New York study.

X rays of 660 school custodians showed that more than a fourth had scarring on their lungs and surrounding areas, according to research sponsored by the New York City Board of Education. And the longer workers had been on the job, the greater the damage. Almost two out of five 35-year veterans showed scars.

In contrast, the same type of lung scarring shows up in less than 1 percent of the general population, say officials of New York's Mount Sinai Hospital. Medical experts say the scarring is caused by exposure to asbestos.

A majority of the custodians who'd been on the job more than 35 years had some form of lung disease, the X rays showed.

The study is the first to examine whether school custodians are likely to develop asbestos-related diseases as a result of their exposure to asbestos on the job.



Craig Cunningham

James Thomas, a custodian at Oak Hill Elementary in Fayette County, West Virginia, is worried about rising health insurance costs.

What's Your Problem?—Custodians Talk

What are some the biggest problems custodians wrestle with daily? Here are the ideas of four colleagues.

Willie Givens, head custodian at Central High School in Little Rock, Arkansas, and at-large ESP representative to the NEA Board of Directors:

"We're trying to get the district to give us in-service workshops. They've brought in some new equipment—speed buffers, riding mowers, edgers, and weed eaters. We think we should be educated to keep up our professionalism, just as teachers are. In-service training would show that the district considers it important for us to have the skills to do the best possible job.

"I worry about understaffing, too. Central High is five stories tall and has 2,200 students and about 135 teachers. But we've got just 13 custodians. It seems as if any time the district gets short on money, they cut custodial positions."

Joe Di Dio

Willie Givens, head custodian, Central High, Little Rock, Arkansas; ESP member, NEA Board of Directors. He'd like in-service training.

James Thomas, a custodian at Oak Hill Elementary in Fayette County, West Virginia:

"I'm concerned about the cost of health insurance. It seems like the more money you make, the more they want to take out for health insurance. That's one of the reasons I joined NEA: I was looking for a union that really backs people."

Carolyn Salisbury

Bonnie Printz, head custodian at Old Forge Elementary School in Hagerstown, Maryland, would like to see a bigger paycheck for her hard work.

Bonnie Printz, head custodian at Old Forge Elementary School, Hagerstown, Maryland:

"The biggest thing on everyone's mind is salary. We have a five-step salary schedule. That means after five years there's nowhere to go. You'd have to get reclassified or get a head custodian's job to see a difference in your paycheck. It seems as though the demands on our workload are greater all the time, but we're not making any gains in pay."

Joseph Broussard, cafeteria equipment repairman, Vermilion Parish, Louisiana:

"We were concerned about the district's efforts to contract out work we could do. So we negotiated a clause in the contract saying the district can't subcontract work that could be done in-house.

"We're also concerned about equality on the job. The way I see it, there should be no distinction between professional and nonprofessional jobs. We're all professionals at our own jobs. And we should all be treated as professionals.

"Sure, it's true that not everyone can teach. But not everyone can clean buildings, either. We're professionals. And we deserve to be respected as professionals."

FOOD SERVICE

What's Your Beef? Food Service Workers Air Their Concerns

Maggie Harris, lunchroom manager, Central West High School in Tuscaloosa, Alabama, says her main worries are low salaries and bad working conditions. "The cost of living is so high, many cafeteria workers work second jobs to make ends meet," says Harris. "And a new employee can walk in the door and automatically make more than someone here with 20 years' experience. We need to make it easier to stay in our jobs."

Harris is concerned about the children, too. "My greatest worry about today's children is that they don't eat what they should. Many parents rarely cook at home and have very little time to spend with their children—they're working long hours or two jobs just to keep them all housed and clothed. Their children don't know much about nutrition, so they can't make wise choices."

Donna Brooks, a cafeteria manager in Red Clay, Delaware, says a description of a typical food service worker would be "slave." "You go to work, do your best, and go home exhausted. I'm in charge of 23 employees, but no way can I have one-on-one contact with them all.

"The local board doesn't realize how valuable we are. Without all of their employees, the schools just don't work. There should be more recognition."

Other food service workers, across the nation, answered a survey in the latest *ESP Progress*. What's on their minds? Here's what they told us:

Many food service workers face difficult working conditions—hot, noisy surroundings; slippery, unsafe floors; and heavy lifting. Cafeteria workers say they're often forced to use equipment that's not just inadequate but unsafe—broken or worn-out. One cafeteria worker notes that she has to use a slicer that stops and bucks every now and then.

To compound their frustrations, many workers receive low pay and few benefits. One worker says she'll have 26 years' service at retirement—but only 14 of those years will count for her retirement compensation.

Finally, food service workers are keenly aware of a lack of respect and recognition, and contracting out is an ever-present danger.

Here are a few of the comments:

▶ "I'm currently laid off because of budget cuts," says a cafeteria aide. "That's frustrating, because I feel my presence made a difference with kids."

▶ "The hours we're allowed to work are regulated to prevent us from qualifying for benefits. To get a raise, we had to agree to a two-tier system. And they're bringing in subcontractors."

▶ "We're denied unemployment benefits, as are teachers—but we don't have the option to spread out our salaries. That means we have at least 3 months per year with no paychecks."

▶ "Our lunch program went thousands of dollars in the hole. Yet we're supposed to pay the money back by cutting back on hours and staff. Meanwhile, the general fund seems to have money for everything but us."

▶ "Yes, we are a country school, but we have a manager who knows her spices and a staff that works hard. We have a good kitchen and a good school. You have to love what we do—and we do!"

Cafeteria Trends

Don't Leave Home Without It

Students are using plastic cards to pay for lunch in some cafeterias around the country. A student simply inserts the card into a machine and the price of lunch is charged to the student's account.

Teachers collect the lunch money regularly—once a week, every 30 days, or each morning—and a record of the payment is relayed to the computer system.

Cafeteria workers say the system doesn't just save time—it helps students on free lunch programs avoid the stigma of receiving government assistance.

The Bad Taste Award

Chalk one up for the Roy Rogers fast food chain for resurrecting an old back-to-school ad that featured stereotypical, unattractive cafeteria workers serving unappetizing fare. The ads were pulled off the air two years ago when school food service workers protested.

When Hardee's bought the chain from Marriott, they thought they could save money by rerunning the ads. But again the ads drew the wrath of food service workers—so again they were pulled.

Save the Earth, Part 2

School cafeterias are joining the environmental trend. Moving down the line in the nation's cafeterias are recyclable trays, dishes, and cutlery.

Another change touted as an environmental advance is the use of plastic milk pouches. But one food worker has already noted a new concern: "The pouches may take up less space in a landfill, but it'll be years before they break down. So are they environmentally great?"

Watch That Fat

What's being offered in school cafeterias—and what do kids eat? The consumer group Public Voice for Food and Health Policy asked the experts—fifth- through eighth-graders—and published the answers in *Current Science* magazine. The survey compiled responses from 6,226 kids at 163 schools in 41 states.

What did the kids say? A lunch of the most frequently served foods would consist of a hamburger, french fries, salad, a chocolate cupcake, and 2 percent milk. That adds up to 1,081 calories, about 47 percent of them from fat.

WORKERS

Serving Up the News

When food service workers in northern Delaware really want to know what's going on, they read their local paper. Not their local newspaper, but their *local* newspaper.

With names as appetizing as *What's Cooking, The Lunch Line,* and *The Front Burner,* newsletters provide the latest in contract news, Association activities, worker concerns, and district actions to members of local Associations in the Red Clay, Christina, Brandywine, and Colonial school districts.

Association editors use the newsletters to serve up light fare as well. Tidbits of useful information and classic cafeteria stories garnish the bargaining news, notes on school regulations, and items on personnel changes.

"We're like the gossip column of the district," says Brandywine President Noreen Petrucelli. "We talk about what's really going on, and we voice our colleagues' concerns."

When the Colonial Food Service Association was in the midst of an (unsuccessful) decertification attempt by anti-union workers, the local Association newsletter—*What's Cooking*—ran an anonymous letter expressing one member's frustration at the efforts of nonmembers to overturn the fair share agreement.

"That letter hit home for many of us," says Dora LaSchomb, Colonial president and newsletter editor. "It expressed what many of us felt inside about what the anti-union members and management were trying to do to us. Whoever wrote it was clearly angry at colleagues who criticized an organization that has worked so hard for all workers." (The letter also apparently hit home with management, which made an unsuccessful attempt to discover the writer.)

"That's really what this newsletter is for, to keep our members informed and energized. We let them know what's happening with their colleagues—where they're transferred to, for example.

"Basically," LaSchomb sums up, "the newsletter lets members know they have an Association behind them."

Edward McCain

The best in town: Cafeteria workers celebrate their victory (local President Mary Fouts is fourth from left).

Showdown at Cafeteria Gulch

It had to happen in the West. Showdown time: a classic moment for good guys and bad guys to prove themselves the old-fashioned way—with a shootout. The weapons: Two high school kitchens apiece. The location: Phoenix, Arizona. The time: The 1989-90 school year.

When the smoke finally cleared, the good guys were still standing.

It all began when the American Restaurant Association blew into town in the summer of 1989. The ARA told district officials it could do better than district staff—represented by the Phoenix Classified Employees Association—at serving the students and the district's finances.

When word of the subcontracting threat reached PCEA President Mary Fouts, she contacted the school board and administration, arranging to take part in the negotiations with ARA.

"ARA offered a four-year contract," Fouts reports. "They were to be evaluated at the end of the first year. If they passed, they'd stay on for another three years with no review."

Fouts issued the board her challenge. "I told them to use that first year as a pilot to determine whether ARA really does a better job," recalls Fouts. The board agreed; the showdown began.

The ARA set up in the kitchens of South and Camelback High Schools, using ARA managers and PCEA workers. PCEA members themselves continued managing the kitchens of Central and Carl Hayden High Schools.

"I told our members they had to show the district they could do a better job than ARA," says Fouts. "They had to prove that ARA was wrong."

By year's end, Fouts had the charts, graphs, and testimonials to prove her point. "PCEA's cafeterias made money for the district," she explains. "They didn't spend money on fancy tablecloths, banners, and awnings the way ARA did. They bought less expensive food, and they didn't charge any overhead. They felt the quality of the food would do more for the teachers, students, and schools than fancy trimmings."

Students and teachers at both ARA schools complained about the food. The cafeterias managed by PCEA members showed bigger profits—with no complaints about the food or service.

Fouts presented her findings to the board, and ARA was out. "It was a great victory for us all, but I told my members that the work is never over," notes Fouts. "They can come back to challenge any time. Each time, we'll be ready."

Fouts has a word of advice for other locals facing the same challenge: "Try to set up a pilot program. Show your district that when it comes to a showdown, we'll always come out on top."

It Only Hurts When I Move: Repetitive Motion at the Keyboard

Tennis elbow and writer's cramp have been around for years. Now typists and computer operators have begun to find they risk their own occupational diseases of the arm and hand, caused by repetitive motions and awkward positions.

As time passes, more and more computer users are developing ganglionic cysts, tendinitis (an inflammation of the tendons), tenosynovitis (another form of tendon-sheath inflammation), peritendinitis (inflammation of the area around the tendons), bursitis (inflammation of a sac of fluid over a bone that allows movement of the tendons), and carpal tunnel syndrome.

That last problem concerns doctors the most because it involves the vital median nerve that runs down the arm. Passing through a tunnel at the wrist, the median serves most of the palm, the base of the thumb, and all of the fingers except the pinky.

Ten tendons, enveloped in sheaths and running parallel with the nerve, protect the nerve and control the fingers. A ligament forms a belt across the tendons and binds the wrist bones, adding more protection.

Repeated over months or years, awkward motions of the hand and wrist irritate the tendons. These in turn inflame, squeeze, and rub the median nerve, ultimately damaging it.

In its early stages, carpal tunnel syndrome can be treated with rest, a job change, wrist splints, and cortisone. The last resort is cutting the ligament at the base of the wrist.

After recovery, the worker should avoid the task that caused the problem. That may be easier said than done, since it means new assignments, new skills, or even a whole new occupation.

Clearly, prevention is far preferable to cure. In fact, the Occupational Safety and Health Administration (OSHA) expects to soon issue voluntary guidelines for employers to use in preventing the disorder—but only for the meat-packing industry. (Poultry preparation, for example, involves repetitive motions just as damaging as those required of computer workers.)

Guidelines for other industries will come months later. And regulations that have the force of law will take years to implement.

Is any help available now? Only this: OSHA can charge employers whose workers develop repetitive-motion injuries with maintaining unsafe working environments.

A School Secretary Is Like a . . .

The school secretary's job is more than demanding: it's highly visible. To students, their school's secretaries are substitute parents and nurses. To other school staff, they're indispensable helpmates. To the public, they're the school itself.

Karen Garrison is a secretary in the food service office of Delaware's Lake Forest district. Her view of the job requirements of an education secretary appeared in the *Harrington Journal*, a community newspaper.

Secretaries, says Garrison, must have:

- the attributes of a Boy Scout
- the compassion of Mother Teresa
- the memory of an elephant
- the mind of a computer
- the manners of Emily Post
- the diplomacy of an ambassador
- the understanding of a grandparent
- the resources of a library
- the physical stamina of an Olympic champion
- the patience of a saint.

Joe Di Dio

School Secretaries: Your Profile, Your Work, Your Concerns

When *ESP Progress*, NEA's newsletter for education support members, asked educational office workers about their work, a phenomenal 525 readers responded. Their story gives a general view of what office workers do and under what conditions.

About a third of those who answered the survey work in an elementary school; another fourth, in a high school. Most of the others are divided between administrative offices and junior high or middle schools, but a few are employed in a university or community college. Only a handful are male.

The largest number of those who wrote in have been in their jobs for 1 to 5 years (31 percent), or 6-10 years (26 percent). Another 26 percent have had their jobs 11-20 years. Seven percent have worked for more than 20 years, five percent for less than one year.

As for educational background, just over half are high school graduates, a third have taken some college courses, and one in nine has a college degree.

More than half have written job descriptions—and only a fourth believe their job is correctly ranked.

Electric typewriters are standard equipment for an overwhelming majority (482) of the 525 respondents. Exactly half of these machines have memory capacity. Other common types of equipment are the photocopying machine (468 users) and the computer with a VDT (380 users); less common is the FAX machine (83 users).

Exactly 350 people use VDTs at least an hour a day—but only 149 said they'd been given information on proper health and safety procedures. So much for occupational safety.

Office workers say their worst problem is low pay. Next comes lack of respect, followed by stress and lack of career mobility or opportunity. Other problems cited: lack of job classifications, unfair promotions, and lack of educational opportunities for job advancement.

But the problem that office workers are most vocal about is having to administer medicine and first aid to students. Here's just a sample of what they have to say on that subject:

► "Health services to children should be provided by full-time nurses. We only have a nurse one day a week. A full-time nurse is needed in *all* schools. This should not be part of a secretary's job."

► "We are a small school, but we have two diabetics, one leukemia victim, and about 10 allergic-reactive children. It gets *very* busy in an office. There is not the time to take proper care of all these children. Computers are the rage now—but shouldn't the health, care, and safety of our children be our number one priority?"

► "I'm the nurse four days of the week. I hate it."

► "I *will not* administer medicine to a student) because of legal complications that could arise if a student got improper treatment or medication. My principal is nasty about my attitude, but I have made an effort to explain to him about the responsibility I feel regarding the children."

Other aspects of office life also drew some pointed remarks:

► "[There's] building rivalry, lack of training, lack of appreciation from the central office."

► "Our district would fold without us, yet they refuse to pay us respectable salaries."

► "We need a burnout support system."

► "Colds can be side effects of nerves or depression."

► "Our administration office posts whatever they care to for position openings. Sometimes a posting includes duties that are tailor-made for a certain person—although those duties have never been required for that specific position before."

► "Stress is our main problem. We must handle several duties at once. I juggle checkbooks, field trips, substitutes, payroll, phones, word processing, while trying to hand out pills, hugs to sick children, and discipline to misbehaving kids. Teachers are demanding and impatient. Parents are rude and inconsiderate. We are overworked and underpaid."

► "School secretaries do not get the credit they deserve."

But, as the quotations here show, school office workers have plenty of self-respect. Here's how one sums up:

"We probably do more for the schools than anyone realizes. We're the first impression of a school when a parent walks in. We type all those letters and newsletters that go home. We're the people who put together monthly reports, administer petty cash, order supplies, nurse children, and work with teachers and principals to help the school run smoothly. We're branching out to learn new concepts of telefaxing and computers."

Respondents said they especially enjoyed their wonderful colleagues, being part of a team, and the opportunity to interact with the kids.

Says one forthrightly: "Being a school secretary is in no way routine. Different problems arise every day. I love my job."

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ESPLI1

YOUR PAY: HOW DOES IT STACK UP?

CAFETERIA WORKER

National Average Hourly Wage, 1988-89	$6.56
National Average Hourly Wage, 1989-90	$6.77
Percent Wage Increase	3.2%

1989-1990 WAGES BY SCHOOL DISTRICT

Arkansas, Ft. Smith
Enrollment 11,852

Number of persons in job:	95
Low	$5.24
High	$6.97
Average	**$5.75**

California, Visalia
Enrollment 20,187

Number of persons in job:	83
Low	$6.17
High	$9.13
Average	**$7.21**

Indiana, Vigo County (Terre Haute)
Enrollment 16,495

Number of persons in job:	175
Low	$5.25
High	$6.01
Average	**$5.79**

Maryland, St. Mary's County (Leonardtown)
Enrollment 12,221

Number of persons in job:	107
Low	$6.00
High	$12.56
Average	**$8.31**

Massachusetts, Northborough
Enrollment 3,049

Number of persons in job:	29
Low	$6.34
High	$8.68
Average	**$7.19**

Mississippi, Vicksburg Warren
Enrollment 10,375

Number of persons in job:	120
Low	$3.35
High	$4.75
Average	**$3.99**

Missouri, Joplin
Enrollment 7,234

Number of persons in job:	72
Low	$5.61
High	$7.20
Average	**$6.43**

Montana, Great Falls
Enrollment 12,401

Number of persons in job:	108
Low	$3.35
High	$6.66
Average	**$4.38**

New York, Elmira
Enrollment 8,020

Number of persons in job:	28
Low	$4.36
High	$11.33
Average	**$6.80**

North Carolina, Wilkes County (Wilkesboro)
Enrollment 10,350

Number of persons in job:	113
Low	$5.49
High	$6.04
Average	**$5.82**

Pennsylvania, Upper Merion (King of Prussia)
Enrollment 3,012

Number of persons in job:	31
Low	$6.00
High	$9.00
Average	**$7.04**

South Carolina, Charleston
Enrollment 42,877

Number of persons in job:	395
Low	$3.35
High	$11.17
Average	**$5.81**

Texas, North East (San Antonio)
Enrollment 39,686

Number of persons in job:	175
Low	$6.75
High	$8.86
Average	**$7.34**

Utah, Alpine
Enrollment 38,325

Number of persons in job:	173
Low	$5.39
High	$7.89
Average	**ND**

Virginia, Fairfax County
Enrollment 130,935

Number of persons in job:	688
Low	$6.34
High	$10.97
Average	**$8.15**

Wyoming, Hot Springs #1 (Thermopolis)
Enrollment 934

Number of persons in job:	10
Low	$7.37
High	$8.37
Average	**$7.87**

Hourly wage rates and salaries are presented as national averages since they are based on a nationwide survey of some 1,100 school systems. They do not, however, represent true national averages, but rather summaries of what these school districts reported to the Educational Research Service (ERS). All figures are taken from the ERS report *Wages and Salaries Paid Support Personnel in Public Schools, 1989-90.* © 1990 by Educational Research Service.

INSTRUCTIONAL ASSISTANT

National Average Hourly Wage, 1988-89	$7.05
National Average Hourly Wage, 1989-90	$7.43
Percent Wage Increase	5.4%

1989-1990 WAGES BY SCHOOL DISTRICT

Arkansas, Ft. Smith
Enrollment 11,852

Number of persons in job:	78
Low	$5.18
High	$9.46
Average	**$6.17**

California, Visalia
Enrollment 20,187

Number of persons in job:	497
Low	$6.33
High	$12.93
Average	**$7.89**

Indiana, Vigo County (Terre Haute)
Enrollment 16,495

Number of persons in job:	31
Low	$4.47
High	$7.40
Average	**$4.59**

Maryland, St. Mary's County (Leonardtown)
Enrollment 12,221

Number of persons in job:	75
Low	$6.96
High	$9.92
Average	**$8.87**

Massachusetts, Northborough
Enrollment 3,049

Number of persons in job:	12
Low	$7.23
High	$9.15
Average	**$8.50**

Mississippi, Vicksburg Warren
Enrollment 10,375

Number of persons in job:	180
Low	$4.62
High	$5.98
Average	**$4.72**

Missouri, Joplin
Enrollment 7,234

Number of persons in job:	22
Low	$5.16
High	$12.50
Average	**$7.34**

Montana, Great Falls
Enrollment 12,401

Number of persons in job:	73
Low	$5.36
High	$7.20
Average	**$6.00**

New York, Elmira
Enrollment 8,020

Number of persons in job:	4
Low	$8.55
High	$8.55
Average	**$8.55**

North Carolina, Wilkes County (Wilkesboro)
Enrollment 10,350

Number of persons in job:	152
Low	$6.52
High	$9.99
Average	**$6.98**

Pennsylvania, Upper Merion (King of Prussia)
Enrollment 3,012

Number of persons in job:	29
Low	$5.50
High	$9.58
Average	**$6.90**

South Carolina, Charleston
Enrollment 42,877

Number of persons in job:	515
Low	$4.91
High	$8.14
Average	**$6.24**

Texas, North East (San Antonio)
Enrollment 39,686

Number of persons in job:	299
Low	$6.14
High	$9.01
Average	**$6.43**

Utah, Alpine
Enrollment 38,325.

Number of persons in job:	54
Low	$6.41
High	$8.52
Average	**ND**

Virginia, Fairfax County
Enrollment 130,935

Number of persons in job:	1,256
Low	$7.72
High	$10.65
Average	**$9.02**

Wyoming, Hot Springs #1 (Thermopolis)
Enrollment 934

Number of persons in job:	14
Low	$7.37
High	$7.37
Average	**$7.37**

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BUILDING SECRETARY/STENOGRAPHER

National Average Salary, 1988-89	$15,364
National Average Salary, 1989-90	$16,184
Percent Salary Increase	5.3%

1989-1990 SALARIES BY SCHOOL DISTRICT

Arkansas, Ft. Smith
Enrollment 11,852
Number of persons in job: 59
Low $8,803
High $19,439
Average $12,933

California, Visalia
Enrollment 20,187
Number of persons in job: 51
Low $11,005
High $25,896
Average $19,569

Indiana, Vigo County (Terre Haute)
Enrollment 16,495
Number of persons in job: 82
Low $9,275
High $13,000
Average $11,083

Maryland, St. Mary's County (Leonardtown)
Enrollment 12,221
Number of persons in job: 48
Low $13,972
High $22,970
Average $19,210

Massachusetts, Northborough
Enrollment 3,049
Number of persons in job: 17
Low $9,144
High $21,819
Average $13,953

Mississippi, Vicksburg Warren
Enrollment 10,375
Number of persons in job: 27
Low $9,181
High $13,350
Average $10,661

Missouri, Joplin
Enrollment 7,234
Number of persons in job: 32
Low $10,315
High $16,704
Average $13,729

Montana, Great Falls
Enrollment 12,401
Number of persons in job: 64
Low $9,776
High $17,035
Average $11,789

New York, Elmira
Enrollment 8,020
Number of persons in job: 21
Low $9,778
High $18,323
Average $14,434

North Carolina, Wilkes County (Wilkesboro)
Enrollment 10,350
Number of persons in job: 23
Low $14,849
High $18,497
Average $16,048

Pennsylvania, Upper Merion (King of Prussia)
Enrollment 3,012
Number of persons in job: 7
Low $18,867
High $23,769
Average $20,216

South Carolina, Charleston
Enrollment 42,877
Number of persons in job: 85
Low $13,097
High $20,116
Average ND

Texas, North East (San Antonio)
Enrollment 39,686
Number of persons in job: 43
Low $15,144
High $18,844
Average $15,860

Utah, Alpine
Enrollment 38,325
Number of persons in job: 76
Low $10,764
High $15,925
Average ND

Virginia, Fairfax County
Enrollment 130,935
Number of persons in job: 31
Low $13,117
High $31,905
Average $21,214

Wyoming, Hot Springs #1 (Thermopolis)
Enrollment 934
Number of persons in job: 5
Low $11,643
High $19,126
Average $14,508

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BUS DRIVER

National Average Hourly Wage, 1988-89	$8.78
National Average Hourly Wage, 1989-90	$9.21
Percent Wage Increase	4.9%

1989-1990 WAGES BY SCHOOL DISTRICT

Arkansas, Ft. Smith		
Enrollment 11,852	Number of persons in job:	30
	Low	$5.80
	High	$5.80
	Average	**$5.80**
California, Visalia		
Enrollment 20,187	Number of persons in job:	60
	Low	$8.22
	High	$11.06
	Average	**$10.40**
Indiana, Vigo County (Terre Haute)		
Enrollment 16,495	Number of persons in job:	147
	Low	ND
	High	ND
	Average	**ND**
Maryland, St. Mary's County (Leonardtown)		
Enrollment 12,221	Number of persons in job:	8
	Low	$6.96
	High	$9.08
	Average	**$8.01**
Massachusetts, Northborough		
Enrollment 3,049	Number of persons in job:	ND
	Low	ND
	High	ND
	Average	**ND**
Mississippi, Vicksburg Warren		
Enrollment 10,375	Number of persons in job:	132
	Low	$4.05
	High	$6.25
	Average	**$4.68**
Missouri, Joplin		
Enrollment 7,234	Number of persons in job:	64
	Low	$7.36
	High	$7.96
	Average	**$7.71**
Montana, Great Falls		
Enrollment 12,401	Number of persons in job:	ND
	Low	ND
	High	ND
	Average	**ND**
New York, Elmira		
Enrollment 8,020	Number of persons in job:	71
	Low	$6.24
	High	$8.85
	Average	**$8.01**
North Carolina, Wilkes County (Wilkesboro)		
Enrollment 10,350	Number of persons in job:	138
	Low	$6.00
	High	$7.15
	Average	**$6.38**
Pennsylvania, Upper Merion (King of Prussia)		
Enrollment 3,012	Number of persons in job:	49
	Low	$12.18
	High	$12.18
	Average	**$12.18**
South Carolina, Charleston		
Enrollment 42,877	Number of persons in job:	318
	Low	$4.75
	High	$7.33
	Average	**$5.85**
Texas, North East (San Antonio)		
Enrollment 39,686	Number of persons in job:	210
	Low	$6.75
	High	$8.86
	Average	**$6.98**
Utah, Alpine		
Enrollment 38,325	Number of persons in job:	109
	Low	$7.52
	High	$9.39
	Average	**ND**
Virginia, Fairfax County		
Enrollment 130,935	Number of persons in job:	1,055
	Low	$8.52
	High	$11.64
	Average	**$9.89**
Wyoming, Hot Springs #1 (Thermopolis)		
Enrollment 934	Number of persons in job:	13
	Low	$9.42
	High	$9.42
	Average	**$9.42**

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CENTRAL OFFICE SECRETARY

National Average Salary, 1988-89	$19,045
National Average Salary, 1989-90	$20,038
Percent Salary Increase	5.2%

1989-1990 SALARIES BY SCHOOL DISTRICT

Arkansas, Ft. Smith
Enrollment 11,852

Number of persons in job:	24
Low	$11,709
High	$19,937
Average	**$16,544**

California, Visalia
Enrollment 20,187

Number of persons in job:	19
Low	$10,032
High	$34,248
Average	**$22,511**

Indiana, Vigo County (Terre Haute)
Enrollment 16,495

Number of persons in job:	6
Low	$14,248
High	$20,821
Average	**ND**

Maryland, St. Mary's County (Leonardtown)
Enrollment 12,221

Number of persons in job:	12
Low	$21,106
High	$32,324
Average	**$24,626**

Massachusetts, Northborough
Enrollment 3,049

Number of persons in job:	2
Low	$24,877
High	$27,685
Average	**$26,281**

Mississippi, Vicksburg Warren
Enrollment 10,375

Number of persons in job:	12
Low	$10,980
High	$16,433
Average	**$13,496**

Missouri, Joplin
Enrollment 7,234

Number of persons in job:	6
Low	$11,192
High	$17,310
Average	**$15,045**

Montana, Great Falls
Enrollment 12,401

Number of persons in job:	14
Low	$10,976
High	$21,424
Average	**$15,428**

New York, Elmira
Enrollment 8,020

Number of persons in job:	16
Low	$9,457
High	$24,333
Average	**$15,262**

North Carolina, Wilkes County (Wilkesboro)
Enrollment 10,350

Number of persons in job:	20
Low	$13,721
High	$24,005
Average	**$17,762**

Pennsylvania, Upper Merion (King of Prussia)
Enrollment 3,012

Number of persons in job:	7
Low	$19,380
High	$26,581
Average	**$24,644**

South Carolina, Charleston
Enrollment 42,877

Number of persons in job:	70
Low	$13,482
High	$26,853
Average	**$16,585**

Texas, North East (San Antonio)
Enrollment 39,686

Number of persons in job:	32
Low	$15,063
High	$22,839
Average	**$16,015**

Utah, Alpine
Enrollment 38,325

Number of persons in job:	18
Low	$10,359
High	$20,666
Average	**ND**

Virginia, Fairfax County
Enrollment 130,935

Number of persons in job:	430
Low	$13,705
High	$38,375
Average	**$23,244**

Wyoming, Hot Springs #1 (Thermopolis)
Enrollment 934

Number of persons in job:	3
Low	$13,395
High	$20,003
Average	**$15,965**

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NONINSTRUCTIONAL ASSISTANT

National Average Hourly Wage, 1988-89	$6.69
National Average Hourly Wage, 1989-90	$7.08
Percent Wage Increase	5.8%

1989-1990 WAGES BY SCHOOL DISTRICT

Arkansas, Ft. Smith
Enrollment 11,852
Number of persons in job: 2
Low $7.09
High $9.50
Average $8.30

California, Visalia
Enrollment 20,187
Number of persons in job: 31
Low $6.33
High $10.07
Average $7.65

Indiana, Vigo County (Terre Haute)
Enrollment 16,495
Number of persons in job: 31
Low $4.47
High $4.96
Average $4.59

Maryland, St. Mary's County (Leonardtown)
Enrollment 12,221
Number of persons in job: 33
Low $6.56
High $8.56
Average $7.89

Massachusetts, Northborough
Enrollment 3,049
Number of persons in job: 16
Low $6.59
High $9.26
Average $7.92

Mississippi, Vicksburg Warren
Enrollment 10,375
Number of persons in job: 6
Low $4.62
High $5.98
Average ND

Missouri, Joplin
Enrollment 7,234
Number of persons in job: 9
Low $4.75
High $7.48
Average $6.08

Montana, Great Falls
Enrollment 12,401
Number of persons in job: 126
Low $3.35
High $3.69
Average $3.49

New York, Elmira
Enrollment 8,020
Number of persons in job: 132
Low $4.08
High $7.74
Average $5.57

North Carolina, Wilkes County (Wilkesboro)
Enrollment 10,350
Number of persons in job: 10
Low $6.52
High $6.52
Average $6.52

Pennsylvania, Upper Merion (King of Prussia)
Enrollment 3,012
Number of persons in job: 15
Low $6.52
High $9.25
Average $8.30

South Carolina, Charleston
Enrollment 42,877
Number of persons in job: 35
Low $4.91
High $7.69
Average $6.49

Texas, North East (San Antonio)
Enrollment 39,686
Number of persons in job: 167
Low $6.14
High $7.68
Average $6.38

Utah, Alpine
Enrollment 38,325
Number of persons in job: 44
Low $5.39
High $8.52
Average ND

Virginia, Fairfax County
Enrollment 130,935
Number of persons in job: 145
Low $7.17
High $16.79
Average $9.74

Wyoming, Hot Springs #1 (Thermopolis)
Enrollment 934
Number of persons in job: 6
Low $7.37
High $7.37
Average $7.37

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Q&A

CLERK TYPIST

National Average Salary, 1988-89	$15,192
National Average Salary, 1989-90	$16,125
Percent Salary Increase	6.1%

1989-1990 SALARIES BY SCHOOL DISTRICT

Arkansas, Ft. Smith
Enrollment 11,852

Number of persons in job:	1
Low	$13,443
High	$13,443
Average	**$13,443**

California, Visalia
Enrollment 20,187

Number of persons in job:	10
Low	$12,297
High	$20,256
Average	**$17,375**

Indiana, Vigo County (Terre Haute)
Enrollment 16,495

Number of persons in job:	16
Low	$13,770
High	$18,886
Average	**$17,809**

Maryland, St. Mary's County (Leonardtown)
Enrollment 12,221

Number of persons in job:	13
Low	$17,343
High	$21,830
Average	**$19,973**

Massachusetts, Northborough
Enrollment 3,049

Number of persons in job:	1
Low	$20,800
High	$20,800
Average	**$20,800**

Mississippi, Vicksburg Warren
Enrollment 10,375

Number of persons in job:	17
Low	$10,980
High	$14,500
Average	**$12,016**

Missouri, Joplin
Enrollment 7,234

Number of persons in job:	7
Low	$9,897
High	$15,597
Average	**$13,384**

Montana, Great Falls
Enrollment

Number of persons in job:	15
Low	$9,776
High	$14,269
Average	**$12,727**

New York, Elmira
Enrollment 8,020

Number of persons in job:	4
Low	$6,797
High	$11,154
Average	**$8,484**

North Carolina, Wilkes County (Wilkesboro)
Enrollment 10,350

Number of persons in job:	10
Low	$9,900
High	$10,670
Average	**$10,010**

Pennsylvania, Upper Merion (King of Prussia)
Enrollment 3,012

Number of persons in job:	1
Low	$19,000
High	$19,000
Average	**$19,000**

South Carolina, Charleston
Enrollment 42,877

Number of persons in job:	12
Low	$12,052
High	$20,116
Average	**$14,546**

Texas, North East (San Antonio)
Enrollment 39,686

Number of persons in job:	17
Low	$12,611
High	$21,726
Average	**$15,920**

Utah, Alpine
Enrollment 38,325

Number of persons in job:	1
Low	ND
High	ND
Average	**ND**

Virginia, Fairfax County
Enrollment 130,935

Number of persons in job:	7
Low	$13,705
High	$23,141
Average	**$19,118**

Wyoming, Hot Springs #1 (Thermopolis)
Enrollment 934

Number of persons in job:	1
Low	$10,040
High	$10,040
Average	**$10,040**

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LIBRARY CLERK

National Average Salary, 1988-89	$11,751
National Average Salary, 1989-90	$12,151
Percent Salary Increase	3.4%

1989-1990 SALARIES BY SCHOOL DISTRICT

Arkansas, Ft. Smith
Enrollment 11,852

Number of persons in job:	10
Low	$10,287
High	$12,511
Average	**$11,006**

California, Visalia
Enrollment 20,187

Number of persons in job:	12
Low	$10,190
High	$20,843
Average	**$16,372**

Indiana, Vigo County (Terre Haute)
Enrollment 16,495

Number of persons in job:	3
Low	$6,854
High	$7,644
Average	**$7,300**

Maryland, St. Mary's County (Leonardtown)
Enrollment 12,221

Number of persons in job:	4
Low	$13,941
High	$15,692
Average	**$14,589**

Massachusetts, Northborough
Enrollment 3,049

Number of persons in job:	4
Low	$9,894
High	$11,593
Average	**$10,966**

Mississippi, Vicksburg Warren
Enrollment 10,375

Number of persons in job:	13
Low	$6,400
High	$9,428
Average	**$7,198**

Missouri, Joplin
Enrollment 7,234

Number of persons in job:	12
Low	$9,897
High	$15,597
Average	**$11,985**

Montana, Great Falls
Enrollment 12,401

Number of persons in job:	5
Low	$8,928
High	$12,176
Average	**$11,187**

New York, Elmira
Enrollment 8,020

Number of persons in job:	5
Low	$5,826
High	$10,023
Average	**$7,369**

North Carolina, Wilkes County (Wilkesboro)
Enrollment 10,350

Number of persons in job:	5
Low	$9,900
High	$9,900
Average	**$9,900**

Pennsylvania, Upper Merion (King of Prussia)
Enrollment 3,012

Number of persons in job:	1
Low	$17,575
High	$17,575
Average	**$17,575**

South Carolina, Charleston
Enrollment 42,877

Number of persons in job:	25
Low	$7,282
High	$12,242
Average	**$10,247**

Texas, North East (San Antonio)
Enrollment 39,686

Number of persons in job:	13
Low	$10,105
High	$15,562
Average	**$12,108**

Utah, Alpine
Enrollment 38,325

Number of persons in job:	41
Low	$8,077
High	$10,854
Average	**ND**

Virginia, Fairfax County
Enrollment 130,935

Number of persons in job:	12
Low	$13,653
High	$21,128
Average	**$17,433**

Wyoming, Hot Springs #1 (Thermopolis)
Enrollment 934

Number of persons in job:	2
Low	$7,501
High	$7,501
Average	**$7,501**

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CUSTODIAN

National Average Hourly Wage, 1988-89	$8.19
National Average Hourly Wage, 1989-90	$8.54
Percent Wage Increase	4.3%

1989-1990 WAGES BY SCHOOL DISTRICT

Arkansas, Ft. Smith
Enrollment 11,852

Number of persons in job:	68
Low	$5.79
High	$7.41
Average	**$6.46**

California, Visalia
Enrollment 20,187

Number of persons in job:	109
Low	$7.52
High	$11.76
Average	**$9.76**

Indiana, Vigo County (Terre Haute)
Enrollment 16,495

Number of persons in job:	142
Low	$6.93
High	$7.70
Average	**$7.43**

Maryland, St. Mary's County (Leonardtown)
Enrollment 12,221

Number of persons in job:	108
Low	$6.37
High	$12.56
Average	**$8.98**

Massachusetts, Northborough
Enrollment 3,049

Number of persons in job:	29
Low	$8.43
High	$14.22
Average	**$10.54**

Mississippi, Vicksburg Warren
Enrollment 10,375

Number of persons in job:	90
Low	$3.35
High	$5.50
Average	**$4.64**

Missouri, Joplin
Enrollment 7,234

Number of persons in job:	76
Low	$6.81
High	$8.01
Average	**$7.21**

Montana, Great Falls
Enrollment 12,401

Number of persons in job:	45
Low	$8.91
High	$8.91
Average	**$8.91**

New York, Elmira
Enrollment 8,020

Number of persons in job:	122
Low	$6.45
High	$10.74
Average	**$8.42**

North Carolina, Wilkes County (Wilkesboro)
Enrollment 10,350

Number of persons in job:	53
Low	$5.49
High	$10.54
Average	**$6.79**

Pennsylvania, Upper Merion (King of Prussia)
Enrollment 3,012

Number of persons in job:	39
Low	$10.63
High	$11.43
Average	**$10.81**

South Carolina, Charleston
Enrollment 42,877

Number of persons in job:	80
Low	$5.06
High	$9.67
Average	**$7.24**

Texas, North East (San Antonio)
Enrollment 39,686

Number of persons in job:	243
Low	$5.74
High	$7.52
Average	**$6.21**

Utah, Alpine
Enrollment 38,325

Number of persons in job:	75
Low	$6.41
High	$11.13
Average	**ND**

Virginia, Fairfax County
Enrollment 130,935

Number of persons in job:	1,308
Low	$6.59
High	$11.16
Average	**$9.04**

Wyoming, Hot Springs #1 (Thermopolis)
Enrollment 934

Number of persons in job:	12
Low	$12.05
High	$12.05
Average	**$12.05**

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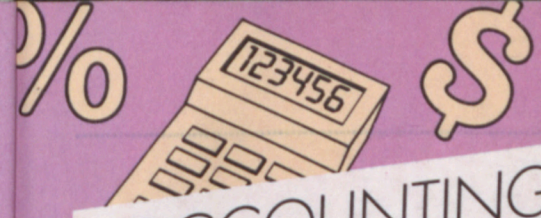

ACCOUNTING, PAYROLL CLERK

National Average Salary, 1988-89	$19,143
National Average Salary, 1989-90	$20,088
Percent Salary Increase	4.9%

1989-1990 SALARIES BY SCHOOL DISTRICT

Arkansas, Ft. Smith
Enrollment 11,852

Number of persons in job:	6
Low	$15,459
High	$22,212
Average	**$19,498**

California, Visalia
Enrollment 20,187

Number of persons in job:	6
Low	$13,050
High	$22,992
Average	**$19,153**

Indiana, Vigo County (Terre Haute)
Enrollment 16,495

Number of persons in job:	7
Low	$13,770
High	$18,886
Average	**$17,427**

Maryland, St. Mary's County (Leonardtown)
Enrollment 12,221

Number of persons in job:	8
Low	$23,808
High	$24,308
Average	**$23,933**

Massachusetts, Northborough
Enrollment 3,049

Number of persons in job:	3
Low	$22,173
High	$24,877
Average	**$23,865**

Mississippi, Vicksburg Warren
Enrollment 10,375

Number of persons in job:	4
Low	$12,875
High	$19,500
Average	**$16,625**

Missouri, Joplin
Enrollment 7,234

Number of persons in job:	7
Low	$10,941
High	$16,704
Average	**$14,428**

Montana, Great Falls
Enrollment 12,401

Number of persons in job:	3
Low	$15,828
High	$15,828
Average	**$15,828**

New York, Elmira
Enrollment 8,020

Number of persons in job:	11
Low	$9,778
High	$16,820
Average	**$12,397**

North Carolina, Wilkes County (Wilkesboro)
Enrollment 10,350

Number of persons in job:	9
Low	$16,373
High	$23,009
Average	**$19,841**

Pennsylvania, Upper Merion (King of Prussia)
Enrollment 3,012

Number of persons in job:	3
Low	$21,004
High	$23,769
Average	**$22,122**

South Carolina, Charleston
Enrollment 42,877

Number of persons in job:	43
Low	$12,039
High	$22,574
Average	**$16,926**

Texas, North East (San Antonio)
Enrollment 39,686

Number of persons in job:	21
Low	$14,666
High	$19,470
Average	**$17,123**

Utah, Alpine
Enrollment 38,325

Number of persons in job:	5
Low	$15,040
High	$18,780
Average	**ND**

Virginia, Fairfax County
Enrollment 130,935

Number of persons in job:	23
Low	$18,016
High	$27,760
Average	**$20,401**

Wyoming, Hot Springs #1 (Thermopolis)
Enrollment 934

Number of persons in job:	1
Low	$26,476
High	$26,476
Average	**$26,476**

Hourly wage rates and salaries are presented as national averages since they are based on a nationwide survey of some 1,100 school systems. They do not, however, represent true national averages, but rather summaries of what these school districts reported to the Educational Research Service (ERS). All figures are taken from the ERS report *Wages and Salaries Paid Support Personnel in Public Schools, 1989-90.* © 1990 by Educational Research Service.

A FEW FACTS FOR YOUR FILES

U.S. average gross weekly earnings (in 1977 dollars)
In 1979: $183.41 • In March 1990: $163.68 • Percentage lost: 10.8%

Job-related injury and illness rates per 100 workers, 1983: 7.6 • 1988: 8.6

Union wages in 1989: $489 per week
Non-union wages: $368 per week

Projected amount of change in average after-tax income, 1980-90
For the poorest fifth of the population: 5% loss
For the middle fifth of the population: less than 3% gain
For the top fifth of the population: 33% gain
For the top 1% of the population: 87% gain

Percentage of workers whose real income decreased between 1969 and 1989: 70%

Percentage executive pay rose 1980-88: 300% • Percentage factory workers' pay rose: 44%

Fastest-growing category of jobs in state and local employment (1988): Corrections officer

Proportion of money spent for public elementary and secondary schools that came from the federal government
1980: 9.2% • 1990: 6.3%

Overall elementary and secondary enrollment in U.S. public schools
1990: 40.5 million • 2000 (projected): 44.0 million

Number of states that spent less than $3,500 per pupil, 1989-90: 8
Number that spent more than $6,000 per pupil: 7

Proportion of families made up of mother, father, two children, 1960: 60% • 1985: 7%

Proportion of children under 6 who live in poverty
All U.S. children under 6: 20%
U.S. Hispanic children under 6: nearly 40%
African-American children under 6: 44%

Frequency with which U.S. kids drop out of school: 1 every 8 seconds of the school day

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